



PHOTO BY ABRAM RAU
From left to right: NPA sophomores Natasha Anderson and Ailani Hanshaw stand with Arcata High School sophomore Ethan Ladd as they listen to speeches given by their peers and other community members.

Students Strike For Climate Change

By Abram Rau
Staff Writer

On Friday, March 15th, NPA students joined over 1 million of their peers in the United States alone when they walked out of school to protest the rising threat climate change poses to their future and the future of the world.

A group of NPA students left their second-period class at 10:00 AM to march towards the Arcata Plaza, holding signs and chanting “the change is coming! We are the change!” and later “no coal, no

oil, keep the carbon in our soil!”

The climate protests began in Sweden, where high school student Greta Thunberg decided to occupy the front steps of the Swedish Parliament building, the Riksdag, while all of her peers started their school year in August 2018. She refused to move from her spot until the Swedish General Elections in September, all the while demanding that the Swedish Government reduce its carbon emissions in accordance with the 2015 Paris Accords. Quickly, with the help of a large social media campaign, an international protest was organized.

See CLIMATE page 2

NPA Students Join Humboldt’s Drag Community



PHOTO COURTESY OF CAELUM ZWIKER
NPA senior Caelum Zwiker in full drag as his stage persona, Cosmo.

By Somerset Nielsen
Staff Writer

On a cold night in Old Town Eureka, a small crowd of intrigued newcomers and loyal drag fans alike gathered to witness the show of a lifetime. The murmur of the crowd stopped as the host walked onstage, the extravagance of the glitter-covered costume she wore mixed with her undeniable air of confidence grasped the audience’s attention instantly. It is evenings like this one where Humboldt’s hidden world of high heels, wigs, and makeup comes to life.

See DRAG page 3



PHOTO COURTESY OF BRIANNA CHAPMAN
Maya Hergenrader, a junior, played a Fury in the Oresteia, a type of ancient god who seeks revenge on humans. The play was centered around themes of justice and revenge.

Junior/Senior performance of “The Oresteia” examines role of justice in society

By Abigail Hasting-Tharp
Staff Writer

As the lights dimmed in the Bayside Community Hall and the band began to play, audience members of NPA’s “The Oresteia” knew they were in for a fabulous show. The performance was co-directed by Dr. Jean Bazemore and student director Caelum Zwiker, who also headed up costume design. The production told a moving story of justice and ending the cycle of violence.

“The Oresteia” is a Greek tragedy focused on the far reaching mythological and political consequences of murder. Isus Otis, a NPA senior who played Clytemnestra in the show, described the play as a tale of two wrongs not making a right. After practicing and performing the play, she shared that her takeaway from the play was “you have to take the high road and be the better per-

son” in order to achieve peace.

This appreciation for the play’s moral significance was shared by the cast and crew alike. “There were some messages that Jean wanted to touch on in a particular way, issues of feminism, racism, and classism. That translated into contemporary issues which have happened both in America, and locally in Humboldt” said Zwiker.

He also noted that “so much of what happens in the play can be interpreted in different ways and is interpreted in different ways by the characters themselves.” He explained that this variety in character depth caused a dynamic where the actors worked not only to comprehend and be in tune with their roles, but with the rest of the play as well.

See ORESTEIA page 4

Students engage with culture and language in Spain

By Ruby Devoe
Staff Writer

Although some may have been deterred by the 13-plus-hour flight, NPA Spanish teacher Justin Gyenis, his wife, Ana Gyenis, and NPA parent, Chrystal Ortiz, were unfazed. Leading a cohort of 15 intrepid students, they braved the trans-Atlantic flight to Spain to begin their two-week trip. Touching down on solid ground in Madrid, the travelers were bombarded with the sights and sounds of a metropolitan city jam-packed with centuries of history and culture. Here, they encountered the juxtaposition of a modern city housed within the framework of a place that has stood the test of time through wars and peace, famine and fortune. They experienced the contrast of culture between Humboldt and Spain, through the lens

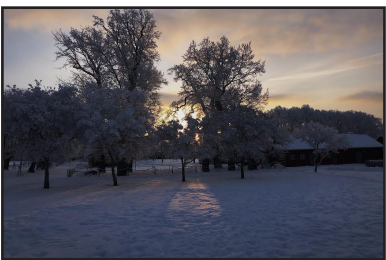
See SPAIN page 2



PHOTO BY AUTUMN WRIGHT
NPA students were able to experience the culture and architecture of Spain while exploring the Alhambra. The Alhambra is a palace and fortress located in Granada, where the students spent 3 days of their journey.

TRAVEL
Sweden and Iceland

NPA students travel to Biskops Arnö Sweden, and Iceland in order to experience different cultures and expand their global knowledge.
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ADVICE
How to get your license

NPA seniors give advice on how to most efficiently get your drivers license. Through getting your permit, to taking your driving test, they’re here to explain it all.
SEE PAGE 6



EVENTS
Gun Violence Forum

NPA students and the community come together to memorialize the victims of the Parkland Florida shooting last year, in the form of a gun forum to discuss the use of guns in our society and culture.
SEE PAGE 6



The Word

How do you respond to the idea that older generations consider our generation to be “snowflakes?”



Lily Hodges

I think that our generation can take a joke, but we're sick of listening to offensive, racist, homophobic, transphobic, etc., jokes and we're sick of older generations taking advantage of us and molding our minds. Now that we have the internet and have access to information from all around the world we're able to make more informed decisions than they could.



Sydney Bronkall

I think every generation has things that offend them, and sometimes older generations aren't as sensitive to issues that affect our generations, so their jokes or things they say can come across as offensive.



Gale McComas

I think that really, the issue is that people are still wanting to talk about others in an offensive way. Us bringing light to that and calling people out on that isn't us being snowflakes, it's just us having compassion for other people and not wanting them to be uncomfortable or feel isolated.



Madison Cooper

It's true that we're snowflakes. A lot of our generation can't handle humor at all, and even though offensive humor can be insulting, it's important not to take things too seriously, because when someone tells a joke they often don't see it as hurtful, only funny.



PHOTO BY ABRAM RAU

A giant puppet representative of “mother nature” seems to watch intently as Arcata High School senior Milo Mateer delivers an empowering speech on climate change.

CLIMATE

from page 1

NPA students arrived at the Arcata Plaza, which had the streets around it blocked off at 10:17 AM to find about 170 Arcata High School students already there. After a few minutes had passed, people began to speak, standing near the spot that the William McKinley statue once occupied. In an informal speech, former Arcata Mayor Sofia Pereira praised the students' actions while highlighting everything Arcata was doing to combat the issue. NPA sophomore Lea Eider also spoke, her speech was well received, with large bursts of applause throughout. She spoke passionately about the club she started - NPA's Ocean Protection Club - and the importance of the small things people can do to

help fight climate change.

Eider described speaking at the plaza as “a little scary... I wrote a first draft [of my speech] that was super depressing, so I needed to find a balance.” She focused her speech on how frightening the problem has become in order to bring shock and awareness to the people listening.

“There can be a lot gained from those kinds of actions,” said NPA teacher Carl Mumm. “I think that these actions in and of themselves might not be the most effective, but they can be the seeds for something bigger.”

While much smaller than marches held in other cities throughout the country, the small but powerful show of support demonstrated by Humboldt County students can be seen as a massive sign that people everywhere are concerned by this issue, and are ready to take action.

SPAIN

from page 1

of both a student attending school and a tourist.

Over the course of two weeks, students enjoyed exploring monuments and taking in the sights of Spain in the cities of Madrid, Alicante, and Granada. The trip encouraged students to learn about Spanish culture through interaction with their host families, which were found through a school in Madrid. Therefore, each student had a Spanish peer in their exchange household. NPA student Areilla Adams, for whom this trip was the first time out of the states, recalled what a great experience living with her host family was, saying that she was lucky that they lived near the school and center, and were able to communicate with her easily. Gyenis had made a connection with a teacher at the school last year, who had organized the host families after hearing about NPA's focus on international travel. Staying with families allowed students to learn about the lives of their Spanish peers and acquire a more realistic glimpse into Spanish life. Gyenis highlights this as “one of the most important parts” of the trip.

During the school week, NPA students attended classes at the school, El Instituto Carlos Bosoño in Madrid, with their exchange siblings for two days, shadowing them as they attended class and learning quite a bit of the local language from interacting with the Madrileños. Adams found the experience of attending school there “slightly overwhelming,” but found the students “super welcoming.” Adams found

that being one of the few students who was placed in a household with someone their own age helped ameliorate some of the stress of travel since her host sister was fluent in English and could easily communicate with her. The urban experience of commuting and attending a city school added additional contrast with typical life in Humboldt. Whether by train, bus, or Metro, each student got to see the daily commute of their host brother or sister, which ranged from 10 minute walks to hour long rides on a train or bus.

Students spent time with individual families as well as exploring as a group. While some students opted to visit museums such as the Museum of Reina Sofia, which houses the Pablo Picasso painting “Guernica,” on their own, others explored the city in the evenings. Gyenis also organized group outings. Except for the two ‘school days,’ students would gather at the school in the morning for a trip into the heart of the city, visiting such iconic monuments, including the Museo del Prado, a famous art museum in the center of Madrid, and El Parque del Buen Retiro. One day, they even got to go for a day trip to Segovia, a medieval walled city near Madrid. The choice between Segovia and Toledo came down to the aqueduct, which Gyenis said he had “always wanted to see.” Sure enough, the group couldn't help but admire this feat of engineering that presides over the town, a remnant of Roman times. The group would arrive back by 2:30 for lunch with their host families, which is the most important meal of the day in Spain.

After spending the first week in Madrid with their families, the group took a bus to

Alicante, a city on the Mediterranean coast. They continued to traverse to below the Sierra Nevadas where they arrived in southern Spanish city Granada, where they got to see the Alhambra. On the coast, students steered themselves for a dip in the Mediterranean, where the waters were not nearly as warm as expected. Gyenis recalled that for him, the “most special” part of the trip was showing the group the area where he and his wife met. They had lived there in the past and, knowing all the local secrets, were able to give the students a really authentic and special experience. However, one difficulty that they faced with Alicante and Granada was the time restriction, seeing as the schedule left only two nights in each of these cities, as time with the host families had been prioritized in order to promote more cultural exchange between the students and the families.

Gyenis fondly remembers the slower pace of life in Spain, where he says it was “set up for siestas,” or naps which are common throughout Spain and Central America, which helped ward off the jetlag on arrival. While in Granada, the students missed out on Thanksgiving, a holiday that is not celebrated in Spain. If they had been with the host families, Gyenis thinks they would have organized something, but the combination of less than ideal circumstances for throwing a Thanksgiving feast and the competing interests of an exciting city meant that Thanksgiving for them went by the wayside. As Gyenis put it, “you're trying to engage in local culture rather than trying to whip up a feast.” However, students were satisfied with the cuisine, as Thanksgiving turkey was replaced with such equally delicious dishes as paella, a signature Spanish rice dish served either with seafood, chicken, or vegetarian.

Overall, the two weeks that students spent in Spain did much more than bolster their understanding of the Spanish language and culture. Rather, the trip allowed for a glimpse into the lives of families and teenagers living in Spain, drawing interesting parallels and contrasts between the lives of a student in Madrid and a student in Humboldt County. The food, the art, and the Mediterranean were definitely interesting, but the true value of such a trip comes from the interactions between people - from learning about a different way of life and trying it on for a little while. It is this opportunity to step outside of our usual lives that makes travel so special, and Spain, with its immense teaching opportunities in history and culture, makes for a spectacular place to do so.



PHOTO BY AUTUMN WRIGHT

Left to right: Madison Cooper, Justin Gyenis, Gabriel Blank, and Conrad McConnell explore the streets of Segovia, Spain at the Roman Aqueduct.



DRAG

from page 1

Despite popular belief, drag spans far beyond a man dressing up in women's clothes, or vice versa. For many drag performers, the art form is a means of self expression and a way to experiment with gender and identity in a fun and inventive way. Drag has been around for decades, its origins dating back as far as the 1800s, but its popularity has grown immensely in the past few years. In Humboldt, however, the drag scene is still relatively unknown among the general public.

NPA seniors Caelum Zwiker and Carson Campbell-Wiley managed to find the drag community in Humboldt, and they dove head-first into it near the beginning of their junior year. Each of them started out with their own ideas of how they could take drag and transform it into their own artform, and the overall experience has been vastly different for each of them. For Zwiker, performing for a crowd was a familiar concept, as he had an extensive background in acting, singing, and dancing. Drag was unknown territory, though, and from the moment he was introduced to it, he “knew [he had] to be a part of this experience.” The resulting persona, known as Cosmo, came from “a place in [him] that was naturally there as a performer,” but also from his ideas about how performance arts and society’s aesthetic preferences are going to evolve. Zwiker explained that “I think that there’s a lot of change happening, not only to the human psyche, but to human physiology in general. So, I’m experimenting with what that means, both in the sense of visual things like costuming and makeup and with what happens on stage.” Drag has, for Zwiker, been “the venue to artistically present a figure that otherwise wouldn’t commonly appear in our world as it is.”

From bright red wigs to five-inch heels, Cosmo is a character like no other,

“It’s kind of an escape to look in the mirror and not recognize yourself.”

Carson Campbell-Wiley, NPA senior

and audiences across Humboldt love to see what bold choices Zwiker makes with his extravagant stage persona. The defining feature of the character is the carefully done makeup that Zwiker does himself for every performance. His inspiration for the look comes from a variety of things, from cartoons and video games to something as simple as a coffee stain or the branches of a tree. Drag has been a way for him to creatively express himself in a unique way that he hasn’t found in other types of performance, and has given him a new opportunity to connect with his surroundings and a part of himself. Overall, Zwiker describes his experience doing drag as “a way for me to exist in a format that allows both audience and entertainer to experience a surge of energy... in a way that stirs something in people that encourages them to see the world a little bit differently.”

For Campbell-Wiley, drag has a slightly different personal significance and has been a much different journey. After seeing his first drag show, his immediate reaction was a desire to get involved in the community. He was drawn to it mostly for the opportunity to have a safe space to express himself, and the persona of Crystifer Rose quickly emerged. Originally, the character was meant to be a more androgynous one, but Crystifer Rose rapidly morphed into the drag queen that she is today. The character’s evolution is credited to Campbell-Wiley becoming “obsessed with all the sequins and the sparkles and how much you can do with heightened femininity... it’s something you can push so far because of all the stereotypes around it, and you can use them to create your own stance on it.” Campbell-Wiley has embraced femininity to an extreme, with his character being known for her extravagant wigs and dresses covered in sequins. As well as a means of personal expression, Campbell-Wiley has also found the experience of drag to be freeing, and a chance to get away from the stress of school. Campbell-Wiley felt that “it’s kind of an escape to look in the mirror and not recognize yourself.” Campbell-Wiley has also found drag to be an interesting way of “manipulating and changing yourself so people will see someone completely different as a way to stand with the queer community, who often has to manipulate themselves into something different.” He noted that while the Humboldt drag community is relatively hidden, he felt that as soon as he found it, there were instantly “a thousand people who were totally willing to support me.”

For anyone considering becoming a part of the drag community, whether it be in Humboldt or anywhere else, Zwiker and Campbell-Wiley both strongly encourage giving it a try. Campbell-Wiley noted that an important first step is to “look into why you want to do it, because it’s something so personal and special. If there’s no drive, it’s a lot more daunting than if you really have something to show, something to prove about yourself to your audience.” Zwiker’s advice is that “the only expectation that you should set for yourself is to enjoy doing it. I wouldn’t recommend trying to be a certain person or figure or look right away, because that leads to you being unhappy when you don’t get the results you want the first time.” He continued by saying that “ultimately, drag is fun. It’s meant to be enjoyed, so the experience that you should be getting is just to have fun experimenting and finding yourself.” Campbell-Wiley believes that performing in drag is “one of the bravest things you can do, and if you’ve never been to a drag show, it’s one of those things that will change your life.”



PHOTO COURTESY OF CAELUM ZWIKER
Senior Carson Campbell-Wiley as his drag persona Crystifier Rose.



PHOTO COURTESY OF SAVANNAH TARLTON
Sophomore Slate Taylor stands in the frigid air of Reykjavik, Iceland, after a sleepless 24 hours of travel.

New friends and breathtaking landscapes greet NPA students in Scandinavia

By Abigail Hasting-Tharp
Staff Writer

As most students were beginning their days at school, a small group of NPA students and chaperones were ending theirs on the other side of the world. Students traveling to Iceland and Sweden didn’t only face a long flight and jet lag, but also experienced a totally different lifestyle and culture. After the nine hour long plane ride, 14 students and three chaperones from NPA arrived in Reykjavik, the capital of Iceland. “It’s a really eye opening place to see,” said freshman Alex Riggs, noting that one of the immediate things that was different between Iceland and California was the amount of daylight. While here in California the sun rises at seven o’clock and sets around six, in Iceland they get around five hours of light starting at 11am until 4pm. Once in Reykjavik, the group got on a bus and traveled to their first stop, the Perlan Museum. This museum offered a view overlooking the capital and its surroundings and provided an introduction to Iceland.

While students got to explore the capital of Iceland, they also traveled around other parts of the country. After resting and recovering from their journey, the group got on another bus for a tour of the back of Iceland. Students visited Thingvellir National Park, saw the separation between two tectonic plates, looked at waterfalls, and explored old architecture sites. They also went to the Secret Lagoon, or “Gamla Laugin” in Icelandic, a group of natural hot springs. “My favorite part was looking at the scenery in Iceland and Sweden,” said sophomore Garrett Leach. Other students agreed that they enjoyed traveling and seeing the many views and landscapes that the two countries had to offer.

To conclude their time in Iceland, the students and chaperones went to Reykjavik’s renowned Harpa Concert Hall. Harpa is known for its award winning architecture that intrigues many when they are visiting the capitol. At the Concert Hall, the group listened to a symphony accompanying aspiring young artists. They saw a violinist, cellist, and two opera singers perform.

Four days after landing in Iceland, the small group got on a bus that would take them to the airport to fly to Stockholm, Sweden. They went to the Vasa Museum, a Swedish National Maritime Museum that has the preserved warship Vasa from 1628, and is known for being one of Scandinavia’s most popular museums. Students also walked over to Gamla Stan island and later spent time exploring downtown Stockholm.

The group’s next destination was NPA’s sister school, Biskops Arnö, which offers programs for students looking to specialize in a certain art. It is also a continuation school for students wanting to graduate and go to college. In October of 2018, a group of students from Biskops Arnö spent two weeks with NPA host families, and were able to reconnect with NPA students and teachers during their visit.

The group went to classes including herbal medicine, art, history and geography of Scandinavian countries, photography, and a government class with a Swedish parliament member



PHOTO COURTESY OF SAVANNAH TARLTON
Gamla Stan, the original location of Stockholm, Sweden, was one of the towns which students on the Sweden trip explored.

and former Biskops Arnö student Mattius Vespä. “The Swedish government is way different from the American government,” noted Leach. “It was really interesting to see [Vespa’s] takes on things like immigration and social democracy,” said Riggs. She also explained that the Swedish government has more focus on parties like the Green party and Feminist party.

When the group wasn’t busy with classes, they took day trips to an old castle, islands, Uppsala (the fourth biggest city in Sweden), and explored the city of Biskops Arnö. When they got back from their activities during the day, the group would write about and discuss their thoughts and experiences. By going to school, NPA students also had the chance to experience Sweden from the perspective of a local instead of seeing it from the point of view of a tourist.

Students who went to Sweden and Iceland learned many different things from their experience. “I learned better communication skills,” said Riggs. She explained that while some people could speak English, they also had a lot of contact with the Swedish language during their trip. Sophomore Savannah Tarlton expressed her interest in the art classes at Biskops Arnö saying, “I learned more about my interest in photography.” The trip gave students a chance to explore a new place and culture as well as broaden their perspectives and learn from their experiences.



PHOTO COURTESY OF SAVANNAH TARLTON
NPA seniors Mikayla Collins and Nelli Major relax in the secret lagoon hot springs just outside of Reykjavik, Iceland during the Sweden trip.



Ely in the sky: Sophomore Bella Ely’s paragliding experience



PHOTO COURTESY OF BELLA ELY
Sophomore Bella Ely exploring Colombia via paraglider during the three weeks she spent there.

By Eva Swartz
Staff Writer

One of the most fascinating parts of the International Baccalaureate (IB), Middle Years Program (MYP) is the Personal Project. The Personal Project gives students a chance to develop a skill that they are interested in while looking at the global context of the project. Students develop and strengthen their skills in an area of interest in order to achieve a goal such as a creative product or a collection of data. This project is meant to be both challenging and fun, and it is a crucial part of the MYP curriculum. This year’s sophomores chose topics such as photography, language acquisition, various writing projects, and even paragliding.

Sophomore Bella Ely’s project is different from many of the others. For her project, she chose paragliding, the sport which uses a lightweight, free-flying aircraft to move through the air at high altitudes. Ely first became interested in paragliding when she saw it in a magazine several years ago and knew that she wanted to try it. Eagle Paragliding, a paragliding school in Santa Barbara, California, was where she learned how to fly on her own at both coastal and mountain and where she acquired a paraglider. However, when she came back to Humboldt, she had some difficulty finding opportunities to fly. When asked where she flies, Ely responded. “Humboldt is very isolated, and there aren’t many flying sights here. One is Table Bluff, but it often isn’t flyable”. Ely explained that flying in unpredictable weather is often nerve racking, but her perseverance to fly through it, demonstrates one of the values of the IB learner profile, risk taking. “It’s dangerous but only as dangerous as you make it,” Ely said. “You just have to stay calm, and it’s relaxing after a while.”

Recently, Ely had an opportunity to travel to Colombia with Eagle Paragliding, the same school with which she first experienced the sport. Ely worked with six instructors, all of whom are world-class paragliders, who had done international competitions. The 30 people on the tour, mostly from the United States and Canada, spent the entire week surrounded by other paragliders, receiving instruction and participating in facilitated discussions. Ely was able to break her flying time record by flying for two hours and 30 minutes and flew seven flights, a total of about 6 hours. Ely expressed how interesting it was to talk with the other tour members, “because you get perspectives from all different age ranges and all different levels of experience”.

However, tours in Colombia aren’t always such smooth sailing. There are far fewer regulations than in the United States, both on who can fly, and what someone must do to get certified. While Ely was in Colombia, there were three deaths from other tour groups, resulting in the paragliding community being shut down for three months in order to reevaluate the necessary precautions for flying unsupervised, in order to make paragliding as safe and accessible as possible. Despite the risks, Ely recommends the sport to anyone who is ambitious and motivated enough to stick with it.

Rooted in tradition

Exploring NPA's historic past

By Caleb Weiss
Staff Writer

From its initial creation to present day advances, NPA’s history is rich with hard work and passion from the staff to the students.

Dr. Jean Bazemore dreamed about creating a school in hopes of building “a place where students had an opportunity to explore their dreams and where they wouldn’t be bullied or humiliated because they were interested in intellectual or artistic things.” She designed NPA as a place where students were able to learn “something really important every day.” The students were able to choose topics that they wanted to research and always wanted to further explore. They were supported by Dr. Bazemore and also by another generous volunteer, Colin Stevens. Stevens, who flew from England to America, was generously supported by the families of the students with his traveling expenses to come to teach at the school. From there, the small community began to expand.

The school was originally called “Our School” and was hosted at Dr. Bazemore’s home. It was a program through Arcata High School which supported only seven students. The students would do some of their academics and arts through Our School but would get their credits through Arcata High. Dr. Bazemore explained that

“parents would take the students to our house and then take them back to Arcata High School in the afternoon because we didn’t have any high school, we were just doing this for free.” The teachers at Our School would then send the grades of the students back to Arcata High when needed. Dr. Bazemore said that “we were not getting money or anything, we were just doing it because it was fun to do and we loved the kids.” During this time, Dr. Bazemore was in close contact with Dr. Michael Bazemore and Amy Miller in Atlanta, GA, who shaped the academic curriculum for the school. In these early years, Dr. Bazemore also started the Young Actors Guild and developed the theater programs at the school. The strong bond between the teachers and students at the beginning of the school’s journey still lasts to this day and enabled Our School to turn into the independent school that it is today.

At the end of the 20th century, Dr. Michael Bazemore and Miller moved back to Humboldt County to start the independent school with many of the existing staff after leaving their teaching positions in Atlanta. Both Dr. Jean Bazemore and Dr. Michael Bazemore found inspiration to create their own school from Åke Leander, who was the director of NPA’s sister school in Sweden, Biskops Arnö Folkhögskola. At the time, Dr. Michael Bazemore and Dr. Jean Bazemore were further inspired to create the high school when Jimmy Kwan, a brilliant piano and tennis prodigy who studied

under Dr. Jean Bazemore and Dr. Michael Bazemore, passed away. His death resulted in their desire to conceive the school.

In the year 2000, Miller and the Bazemores, along with the key help of others, were able to officially open Northcoast Preparatory Academy after Dr. Michael Bazemore wrote an implementation grant that provided funds to start the school. At the time the school was starting, the staff at NPA made a push to implement and authorize an IB program into the school, which was just another factor that made it

so special. Being that there were few other charter schools in the area, the community had a negative and confused outlook on NPA. Despite this, the Humboldt County superintendent at the time was excited for the start of NPA and tried to help support the school anyway. Overall, NPA has succeeded because of its spectacular values of raising the bar for the academic standard in order to expose the students to the very best and most challenging work that they can do.



PHOTO COURTESY OF DEANNE YOUNG ALBRIGHT
The residence of Dr. Jean Bazemore was once home to the beginnings of NPA. The original school, called “Our School” at first consisted of only seven students, who would study at the Bazemore house in the morning, then go to Arcata High School for the afternoon.



PHOTO COURTESY OF BRIANNA CHAPMAN
Seniors Cypress Killeen and Rose Myers who played, respectively, Orestes and Electra, two siblings who plotted the demise of their mother.

ORESTEIA

from page 1

NPA junior and actress Jane McCaffrey, who played the Greek goddess Athena, spoke of her character’s role in the third act as a judge to determine Orestes’ guilt. “Athena knows that the bloodshed has to end,” explained McCaffrey. She enjoyed playing Athena because of

“The effort shown by the juniors and seniors was apparent. Their level of commitment was what really brought the play together.”

Abram Rau, NPA Sophomore

her morality and strength. “I really liked being able to interact with the audience and use the entire space.”

Since the Junior/Senior play took place at the Bayside Community Hall, creating an adequate

stage to perform on proved to be a challenge, without a backstage or professional lighting.

“It wasn’t what we were expecting,” said senior Liana Freeman in reference to the “Oresteia’s” plot and the production’s creative use of space and set design. The cast and crew ended up making use of the whole room. They sat the audience in two sections, facing one another. This unique choice allowed for actors to stage scenes up and down the hall, manifesting more interactive scenes.

The show was enjoyed by both the NPA Middle School, the freshman and sophomores from the high school, as well as parents of the performers. “The effort shown by the juniors and seniors was apparent. Their level of commitment was what really brought the play together,” said sophomore Abram Rau.

Overall, the junior and senior classes were able to create an enjoyable and well put together show, despite the challenges such as a small performance space. The Oresteia, simply put by junior Maya Hergenrader, was “an awesome experience”.



The Trials and Tribulations of Teen Court

By Zoe Osborn
Staff Writer

The footsteps of the Teen Court jury echo against the floor of the Humboldt County Courthouse as the teen volunteers file into the jury box. Below the California State Seal, they raise their right hands and take an oath of integrity and confidentiality. There is tension in the air, felt not only by the client but by the whole court, as deciding the fate of another human being can be frightening, especially at such a young age.

Teen Court is run by teens, for teens, and is an alternative to the juvenile justice system that “encourages helping people out instead of punishing them,” according to involved NPA freshman Alexandra Riggs. Riggs was initially interested in Teen Court because she “wanted a bit of experience with law to see if it was something [she] would be interested in,” but soon came to realize how Teen Court offers more than that. Riggs has been a part of Teen Court for over a year, and notes that “it feels great to be an attorney to somebody in the program and watch them come out of it with a more positive outlook on life.” This is because Teen Court works using restorative justice as opposed to the juvenile justice system, which tends to use harsh punishment, which “shows in our statistics,” says Riggs. The recidivism rate (the rate at which people reoffend) for those who go through Teen Court is below 5%, while it’s above 25% for the juvenile justice system and 75% for the adult criminal justice system. Restorative justice focuses on the rehabilitation of offenders through reconciliation with victims and other community members. Part of what Teen Court does to promote it is requiring all clients to serve on the Teen Court jury at least three times. This “gives them an opportunity to connect with other young people who are choosing to be there,” according to program coordinator Jenny Downs.

Downs says that the main reason restorative justice works so well is because they’re “really actively listening” to the clients’ stories and what they have to say, and thinking “is there something we can do to help?” The attorneys focus on asking the client what the reasons behind their actions were and what impact they think they had on others. Everyone in the courtroom, from the judge to the jury, seems genuinely interested in helping the client improve their life. In contrast to that, Downs says that in conventional court, “the line of questioning is more like ‘how can we stir up enough questions that the jury won’t believe it really happened?’ Adult court is very oppositional. It’s not about getting the truth, it’s about getting out of the worst punishment.” Clients of Teen Court are often given sentences including therapy, anger management sessions, or spending time in a field of interest, as opposed to probation or time in juvenile hall.

Not only is this program beneficial to teen offenders, but it’s also great experience for students who volunteer. The majority of the students involved in Teen Court are from NPA and Academy of the Redwoods (AR). Downs says that “the youth who serve on the jury are very empathetic but they do demand accountability.” Empathy and accountability are the cornerstones of Teen Court, and for the students involved it’s a great opportunity



PHOTO BY EVA SWARTZ

NPA Freshmen Alexandra Riggs and Norah Gray representing Teen Court and showing its inclusiveness at Humboldt’s 2018 pride event.

to develop these skills in a formal yet supportive setting. “If we want to look at the issues within our justice system it’s a lot easier to help our younger generation start looking at that now. In ten years, these will be the people coming out of college and working to make those changes,” says Downs. Among these people is Justin Kimmel, an NPA sophomore who plans on pursuing a career in law when he’s older. Kimmel notes that restorative justice seems to work well for the people involved and “it helps to improve a person, whereas incarceration doesn’t necessarily do that.” Similar to Downs, Kimmel shares the belief that cases are often not as one sided as they may seem, and Teen Court helps not only to prevent clients from reoffending, but also generally improve their lives.

Another student who joined because of an interest in law is NPA alumnus Leah Selcer. Selcer, who joined in 8th grade, says “it was a really positive experience, I felt like it really helped me learn a lot more about the community and become more empathetic towards the issues that my peers in the community were facing.” She remarked that she not only “developed [her] public speaking skills in writing and presenting,” but also “developed interpersonal skills when it came to deliberations with the jury.” She notes that there has been a flux in the amount of NPA students participation in Teen Court over the years, but “Teen Court has always had some NPA students in it at one point or another.”

A lot of the students said that the main reason they joined was to get community service hours or to have Teen Court on their college transcripts, but many reflected on how it ended up being more than that for them. Emily McTigue, an AR student, says that “it’s a really cool look into the justice system,” and how being involved can be an eye opening experience.

If you’re 13-19 years old and interested in Teen Court, “you should just try it!” says NPA freshman Ari Alter. You can be as involved as you like, and it is a great opportunity to make a positive impact on your community and you might just work to change someone’s life.

Senior Wisdom

By Jack McLaughlin
Staff Writer

Whether you are lost, or just looking to improve how you manage your schoolwork, senior advice can prove to be very useful. One of the many difficulties about school is adjusting to a new environment with different rules and expectations than what you had previously been used to. School can be stressful and overwhelming, especially for freshmen and students beginning the IB program. Sometimes things just don’t make sense, and students don’t know which way to look for advice - this is where knowing alumni and seniors proves to be helpful, as they have often experienced the same challenges one is facing.

For freshmen, getting used to NPA (whether it is adjusting to new classmates or handling the schoolwork) can be a little tricky. However, this time is crucial as it can affect the rest of someone’s career at NPA. Developing good habits and learning about time management can seriously benefit students, especially once they get to the IB program. It is important to realize the helpful nature of the NPA’s helpful tight-knit community. According to Gabriel Blank, “if you can take advantage of how near at hand all of these people are and how close you inevitably become, you’re always going to have a great resource for companionship or help that will last you all of your time at NPA.” With this in mind, it is very important to learn how to interact with this kind of community, as well as how to get help from it.

Another good habit to develop is multi-tasking, which can help free up more time for other activities or assignments. Cypress Killeen says that if you “group up your non-school activities together, [for example] if you can do dishes and watch Youtube at the same time, then that’s one fifteen minute period, and you can spend the other 45 minutes working on homework.” Killeen points out the efficiency and simplicity of multi-tasking, saving time by combining small activities and therefore freeing up more time for other activities.

One way that many people waste time is procrastination. A good habit to develop early on, applicable to both school and life, is how to deal with it. Killeen shares that “not only setting your end goal, but also a lot of smaller goals that you know you can meet” is a good way to avoid homework fatigue. By doing this, large projects will seem much more manageable, which can help students avoid procrastination.

Among the more serious aspects of school is stress, which seems to be a common problem among students, although it can be managed with the right amount of support. Many students are taught to put school first and do whatever it takes to complete an assignment or get a certain grade. This can be an unhealthy rule to follow, especially when dealing with large amounts of school work, like an IB student would encounter. Isus Otis says that “it’s okay to start over, or pick a different topic, or to not do something at all, because in the end, your health is far more important than any school work you have to do.” As Blank says: “don’t put an undue amount of emphasis on any project.” Sometimes just focusing on something for obscene amounts of time will not be beneficial in any way, and will just be a waste of valuable time. Taking a break or going to do something else is a great way to recharge and be able to come back to the homework refreshed.

What is arguably the most challenging part of NPA, while also being some people’s favorite part, is the IB program. There are plenty of interesting, fun projects to do within the IB, but it can be difficult to manage, as the IB has many strict guidelines. It is always good to identify possible pitfalls so that you can avoid them. Alex Lamers describes the IB as having “a wave-like motion,” referring to the fluctuation in amount of assignments students are focusing on. After describing this occurrence which he has noticed in the IB, Lamers feels that “the best thing to do is to make a consistency that might not already be there.” It is important to create a personal schedule that stays consistent despite the varying workloads of the IB. This lesson can apply to the freshman and sophomore work schedules as well, especially if students need to complete any long term projects.

A final piece of advice, arguably being the most helpful, is a way to get more advice. Amy Miller, whether it is in choir, her freshman biology class, or at an all-school meeting, provides the students with excellent advice. Miller teaches students many helpful skills and encourages students to find what works best for them, in regards to school planners and time management.

Beyond Grammar

International travel forges new linguistic connections

By Autumn Wright
Staff Writer

Stepping off a plane in a foreign environment is nothing short of exhilarating. On top of that, attempting to communicate with those around you who speak a different language is even more so. This is the feeling that many NPA students experience while traveling in a foreign country.

In the fall of 2018, myself and 15 other NPA juniors and seniors and three chaperones had the opportunity to spend two weeks in Spain, where we experienced the local culture and dove head first into the Spanish language.

At first, I was hesitant to go on this trip, as I knew that we would be expected to speak Spanish, and I wasn’t very confident in my skills. Even though I was doubtful of my proficiency in the language, I decided that I wanted to experience the culture of Spain, and so I went.

Upon arrival, our group was immediately immersed in the culture, and more prominently the language, of Spain. The subtle accents and cultural phrases that are not taught in school became apparent to us.

Learning a language in a classroom is drastically different from learning a language through the experiences you have traveling through a foreign country. NPA goes on trips to places such as France and Spain in order to give students the opportunity to expand their knowledge and learn to adapt to different situations when it comes to learning a new language. In 2017, students from the sophomore, junior, and senior French classes traveled to France for a two-week exchange, visiting Lycee Marie Curie (a high school), and traveling around Paris. One of these students was NPA junior Abigail McComas. “It was very interesting and educational because you learn how people actually talk, and not just the proper way to talk,” she explained. “You get to learn about the little phrases and slang that people use that you don’t really learn in the classroom.” Similarly to McComas’ experience, I quickly comprehended that there were linguistic subtleties not taught in school that become apparent to you only while immersed in the culture of a language.

Following the structure of the past French trip,

“As you continue to listen to the things around you, you begin to learn more than you would in a regular classroom. You’re completely engulfed in newness, and that is the optimal point where knowledge is grown.”

Autumn Wright, Junior

during my first week in Spain, I and my fellow classmates stayed with individual host families. Each family that we stayed with had a student that went to the same school, El Instituto Carlos Bosoño. Because of this, the NPA students were able to accompany their host siblings to school and practice their Spanish in a classroom setting, which proved to be both terri-



PHOTO BY SOPHIA STENGER

Junior Autumn Wright in Madrid, Spain where she lived for a week with her host family.

fying and worthwhile at the same time. Shadowing my host sister, I was able to get a glimpse into the educational and even social standards Spanish high schoolers are put through. Although my host sister knew very little English, we communicated as much as we could, and I am happy to have made friends that I will remember for years to come.

At first, I was reluctant to speak Spanish with my host family, and because my host parents knew English quite well there wasn’t a dire need for me to explain something in Spanish. Although my youngest host sisters didn’t know English as well, she continued to want to talk to me in it. Even though she knew I was there to improve upon my Spanish, she wanted so badly to communicate with me that she spoke in her second language, that was far from fluent as she was only in 5th grade. This commitment to communication made me understand what the meaning of this trip was. To me, that trip, similarly to any other trip with a linguistic twist, worked to connect students to the raw importance of language. While walking the streets, all you would hear is one language, a language you’re not completely fluent in. And as you continue to listen to the things around you, you begin to learn more than you would in a regular classroom. You’re completely engulfed in newness, and that is the optimal point where knowledge is grown. McComas felt similar to my experiences in Spain with language. “You’re constantly hearing the language instead of just hearing it for half an hour a couple of times a week,” explained McComas. While in France, she was able to be immersed in French culture and language, and “didn’t think that anyone should be discouraged from traveling because they’re worried about their language skills.”

Although two weeks in Spain was not enough to make me fluent, it did change my perspective when it comes to learning a different language. Going to Spain has opened my eyes to the importance of language in our ever-changing world. In order to communicate with other peoples and cultures, we must allow ourselves to step out of our comfort zones and make an effort towards growth.



Seventeen Candles for Seventeen Lives

By Slate Taylor
Staff Writer

As the Stoneman Douglas High School shooting which occurred in Parkland, Florida became a more distant memory for many, the lives of some are permanently damaged as a result of that horrible day of February 14th, 2018. In order to show respect to those affected and to educate the community about the intricate epidemic which is gun violence, an evening of community discussion was held at the Arcata United Methodist Church and NPA campus on February 11th. This workshop was organized by the Humboldt Interfaith Fellowship, an assembly of religious leaders from all across the county.

Several speakers gave their opinions on gun use and regulation, and workshops were held to give community members the chance to express their ideas in a safe and welcoming space. Rabbi Naomi Steinberg of Temple Beth El in Eureka opened the event, giving a short welcome speech. Reverend Bryan Jessup of the Humboldt Unitarian Universalist Fellowship then called forward NPA students to give a tribute to the 17 students and teachers who were killed at the Marjory Stoneman Douglas High shooting almost one year prior. Short but poignant remembrances were read in eulogy to each who lost their lives in the shooting. After NPA students lit 17 candles, a two-minute silent prayer was held by all.

Afterward, an original song by Steinberg titled “Blood on your Hands” was played. Starting with the unsettling relation of a Parkland victim’s morning before the shooting, the chorus then began to repeat the phrase “you’ve got blood on your hands,” a chilling, not-so-subtle message to the “merchants of death,” who “just stand by while children die.” The somber violins and background choir of this piece set a serious tone for the forum.

Steinberg then introduced another speaker to the stage, Dr. Jennifer Heidmann, an ER doctor who spoke about her connection to gun violence, as well as the medical community’s views as a whole. She brought up an editorial published by the American College of Physicians proposing that “assault weapons shouldn’t be readily available to every single person.” Dr. Heidmann also said that “there should be some good background checks, [and] we should be careful about people with a history of domestic violence or violent crime.” She mentioned that she had been told that doctors have no place in the gun debate. “We were told to stay in our lane, however, I think this is our lane,” said Heidmann, emphasizing that it is doctors such as herself who become the ones responsible for treating victims of gun-related violence. Following Dr. Heidmann’s speech, the three workshops were announced.

Led by Dr. Rick Botzler, professor of wildlife at Humboldt State University, “The Role of Hunters in Wildlife Conservation and in Addressing Gun Violence,” was an organized discussion about the balance between protecting hunters rights and regulating guns.

The workshop led by Steinberg was “Hands Defiled with Blood ~ Writing in the Prophetic Voice.” About her workshop and song, Steinberg explained that when the Parkland shooting happened last year, “I just immediately went to that place of inspiration to write a song for it.” She went on to add that she thought “creative writing is really important to process life’s events.”

Led by veterinary epidemiologist Dr. Mark Thurmond, “Humboldt County’s New Shooting Ordinance” was a workshop which consisted of a discussion on a new Humboldt County ordinance, which places more regulations on target shooting of firearms in public places.

The closing speaker of the event, Byrd Lochtie, told her story as a lifetime member of the National Rifle Association (NRA) who does not support their modern political state. “Today some people look at me as if I am a really bad person when they hear I am a life member of the NRA,” reflected Lochtie. She explained that she did not want to give up her membership as it had been a gift from her father. She told attendees about the things she does from within the NRA to promote change saying “I tell them exactly what I think of their current political stance and ask that they reconsider their platform... I tell them I hope to see the NRA return to providing safety programs and sensible legislation to protect all Americans.” This gave a new perspective to many of those who may have categorized all NRA members as having similar political views.



PHOTO BY SLATE TAYLOR
Rabbi Naomi Steinberg of Temple Beth El in Eureka gave opening remarks at this moving gun education forum. She also presented an original work of music, telling the story of the Parkland shooting and setting the tone for the rest of the forum.

License to drive

Seniors Nielsen and Horowitz take you behind the wheel to teach you the rules of the road on how to get a driver’s license

By Somerset Nielsen and Tehilla Horowitz
Staff Writers

While attempting to learn the rules of the streets from an online driving course (California Drivers Education Online), one thing that we definitely didn’t expect was the display of grotesque car accident victims presented to us. The bodies were wrapped around the cars in a horrific, violent film that, for some reason, the creators of the driver’s ed course thought would be a perfect way to start our driving experience. With that lovely introduction into the world of driving, our journey began.

Driver’s ed is an unpleasant experience for many. Having to take an online course for 25-30 hours is not something most people would want to do in their free time. It’s required though, so here’s a tip: for just a bit more money, you can cut that horrible number of hours down to six or seven. We would recommend not spending one day completing the entire course. Why, you might ask? Well, unless you have a liking for migraines, just don’t do it. After completing the course, you’ll be sent a certificate, which, of course, will only take a suspicious amount of time to mail, which is obviously done to make you panic. Af-

ter spending those precious hours staring at a screen and receiving the certificate, you get the joy of waiting at the DMV to take the written test. Before you go, make sure you’ve made an appointment on the DMV website.

The DMV is a place like no other. You can find people from all walks of life there, because most people want to be able to drive. From teenagers crying to their moms about failing their permit test, to older gentlemen with big beards sleeping in the corner, you’ll fit right in. Make sure to bring a source of entertainment, because no matter how many people are in line, it’ll feel like you’ve been waiting there forever.

With all of the wonderful street smarts that you have acquired from driver’s ed, it’s finally time to ace your permit test! If you don’t, that’s fine too, you can just make another appointment and come back next week. Make sure that when you go to take your written test, you bring the certificate that shows you’ve completed driver’s ed, and a valid form of ID, like a passport. As far as taking the test goes, it’s pretty simple. You’ll stand in front of a computer (yes, stand) surrounded by a bunch of guys getting motorcycle licenses, and answer 46 questions on topics you learned about in driver’s ed. As long as you get at least 38 correct, you should be fine. If you pass, be aware that the pic-

ture they take of you will be the one on your actual driver’s license. You don’t want to open an envelope in six months with a little plastic card with the ugliest picture ever taken of you on it, so look nice if you can.

What comes next is the most exciting part of the process: driving. It’s okay if you’ve never driven a car before, because that’s where the driving classes come in handy. There are a total of three driving classes that you need to complete and each one will be more interesting than the last. You might learn that your driving instructor can do a killer Kermit the Frog impersonation, or that they are taking a trip to Disneyland and are convinced that you need to know how much each individual activity will cost.

Now that you’ve finished your training, you’re ready to take the behind-the-wheel test! There are some important things to remember to bring: your permit, your certificate of completion of driver’s training, registration and proof of insurance for your car, and a form of ID (again). Double check that everything in your car works, because you might find that your brake lights are out and that you have to reschedule your test. As long as you stay calm and do your best, you should be fine. It’s the same as normal driving, you’re just with a DMV staff member instead of a parent or guardian (unless your parent or guardian happens to work at the DMV).

With a license comes great responsibility, so be responsible. Make sure you follow the rules of the road, and if you don’t feel like it, it doesn’t matter, just do it anyways. Responsibility means doing things you don’t want to just because it’s the right thing to do. While driving is awesome, it’s a serious thing and you have to treat it as such because you do not want to make a mistake that will haunt you for the rest of your life. Be safe and this new aspect of your life will be awesome (except for gas money, of course).



NPA students give heartfelt performances at Poetry Out Loud

By Zaca Leatherwood
Staff Writer

The playwright T. S. Eliot once said that “genuine poetry can communicate before it is understood.” On February 1st, it was possible to see what Eliot meant while listening to the readings of poetry performed by NPA students for the Poetry Out Loud National Recitation Contest, held in the Arcata United Methodist Church, home to NPA.

The Poetry Out Loud: National Recitation Contest was founded in 2006 with the goal for students to learn more about poetry, as well as to help students with their public speaking skills and confidence. Since NPA’s early years, students have been participating in the contest, showing strength and self-confidence. This year, 11 students from NPA participated in Poetry Out Loud, including the winner of the county level contest: sophomore Acacia Castillo. This year’s participants were freshmen Meadow Jennings, Lila Cohen, Norah Mitchell, Zoe Osborn, and Alexandra Riggs, sophomores Jason Roberts, Eva Pearlring, Oliver Schroeder, and juniors Jane McCaffrey and Maya Hergenrader.

Each student prepared two presentations of poetry selected from the contest’s given selection of poems. The first level of competition was at the school level. Castillo won the NPA contest and Pearlring was runner-up giving both of them the opportunity to recite their poems at the county-wide competition. Castillo proceeded to win the county-wide competition against students from high schools throughout Humboldt County. She proceeded to the state level competition, which was held in Sacramento and was one of the top sixteen finalists at the state level.

Poetry can help to relay feelings that are difficult to explain in other forms of human communication. As put by contestant Schroeder, “it’s all about expression, I think humans need to be creative to live.” Castillo responded that the reason that she participated in Poetry Out Loud was that she was fascinated by it last year when her class had covered it and that she wanted a chance to work on her public speaking. “I thought it would be good for me to get over that fear,” said Castillo. People tend to connect with poetry for various reasons, whether the poem resonates with someone personally, or if they simply admire it. The two poems Castillo chose to perform were Earth, You Have Returned to Me by Elaine Equi about drug addiction, and Bent to the Earth by Blas Manuel De Luna



PHOTO BY AUTUMN WRIGHT
Sophomore Acacia Castillo recited three poems at the state-level competition in Sacramento where she came in the top 16.

about immigration along the Mexico and U.S. border. Castillo says she chose her first poem because “it felt really personal because I’ve known people who had suffered from drug addiction,” and her second because her grandparents were immigrants, and she thought it would be an appropriate topic considering our administration’s current stance on immigration. Her impressive performance brought the audience to silence. Another one of the many powerful performances was that given by Schroeder. Schroeder’s second poem was about the collapse of a marriage. When asked what the message of his poem was, he said “I wouldn’t say it’s a message, it’s more of a warning in retrospect about the dissolution of marriage or the disintegration of a marriage.” His poem brought a somber mood and had a visible effect on the room.

NPA teacher Arnold King, who helped to organize the school’s event, has a fond connection with poetry. “I am a history teacher now, but I was a fisherman first. All fishermen are poets. There’s a rhyme in the ebb and the flow of the tide, the pitching of the hull in the waves brings a steady flow, each casting of the net a stanza.” King felt that NPA students gave powerful performances, and Schroeder agreed saying “a lot of people chose poems about really sad topics and really impactful topics, and I think they were able to bring a lot of power to their performances.”

The Poetry Out Loud contest works to serve the community by presenting new, powerful young voices with messages worth hearing.



NPA's annual Elegant French Dinner a smashing success

By Ruby Devoe
Staff Writer

Guests didn't see the frenzy in the kitchen, the hours of ironing napkins, or the scramble to find the diners left without a salad in the attempt to "river" through the room. At the 17th annual NPA French Dinner, the open doors to the kitchen barely belied the beehive of activity to the calm atmospheric main hall, where live music played. White tablecloths laid with eight sets of silverware per table waited for the arrival of the guests, as did the auction items in the corner of the room. Upon arrival, the guests took refuge from the frigid outdoor air in the heated hall, leaving their coats at the door. Students prepared with plates of appetizers greeted them promptly. This year, the NPA French Dinner, a fundraiser for the school's international travel program, was attended by 200 guests. Although the exact amount raised is not yet known, the dinner is expected to have been quite successful. Profits will fund scholarships to aid in travel to countries such as India, Sweden, and France, as well as position destinations in Africa and Asia that are under consideration. Every student is promised one international trip over the duration of their time at NPA, regardless of financial capacity. The French Dinner allows every student the full, internationally focused NPA experience. The students

are brought together not only by the trips, but by the time spent together at the French Dinner, laboring over table setting or perfecting the desserts in the kitchen. From morning till midnight, volunteer organizers and chefs circled the Sequoia Conference Center, re-orienting the meticulously tied black napkins or checking the progress of NPA IB French teacher Marceau Verdier's secret French sauce. During their five hour shifts, the jobs of student volunteers involved with decorations largely revolved around ensuring that the napkins were correctly ironed, wrapped around silverware, tied with a ribbon, and distributed to each table. As it turns out, there is an art to ironing. After carefully examining the folded napkins only to discover that the seams were blatantly visible (an unacceptable fault for a formal dinner), it was their responsibility to refold each of them so that all seams were hidden and proceed to run the iron over the top to eliminate any vestigial creases. After ironing, decorations volunteers progressed to setting the tables. From weighing the benefits of following French formal dining customs (in which the side on with the knife is placed is reversed) versus keeping with the familiar American setting to arranging the auction items, thought was put into each detail to ensure that guests had a wonderful night. NPA history, P.E., and health teacher Arnold

King, who has been involved in organizing the French dinner for seven years now as MC and Student Liaison, spent the whole day onsite preparing alongside student and parent volunteers. King recognizes that the students "are a big part of this, they make the event really fun. When they are brave and go talk to the guests, it really enhances everyone's experience." He admitted that it's a lot to ask of students to forfeit their Saturday for the dinner, but that it pays dividends in experience and money raised for travel scholarships. In the days, weeks, and months leading up to the event, volunteers were delegated to every task, and plenty of time was set aside for proper organization. This year, organization kicked off in October, and will begin in September next year. But even with the hours of preparation, not to mention the days spent readying the food and selling tickets, there was still a frantic scramble to ensure that everything was in order as guests began to arrive. This rush continued as the salads emerged, with orders being forfeited in favor of a decision for waitstaff to "snake" through the room in search of salad-less diners. This meant that rather than serve their assigned table, the staff had to roam the hall with plates of salad in hand until they eyed a suitable recipient. This technique, though efficient in theory, resulted in half-served tables, confused waitstaff, and perhaps some slightly disgruntled guests. As King put it, "landing 200 dishes in front of people at the same time is something that normal restaurants don't have to try and pull off, but it's an inspiring challenge and worthy cause." After salads, staff moved on to serving the main course dishes - pork medallion, poached salmon, or mushroom ragout with leeks and puff pastry. Order in the kitchen was restored as slowly the ebb and flow of servers returned to a normal, albeit still confused, rhythm. A misunderstanding about which of the two kitchen doors servers were meant to exit through resulted in a few close calls, with staff coming rather too close for comfort to colliding. Luckily, NPA students had enough guile and grace to sidestep this mishap and avoid spilling their French delicacies on the carpet. Many wait staff were unsure of whether the "in" door meant coming in to the kitchen or the dining hall and vice versa, with the adults present having differing opinions. Such predicaments added to an atmosphere of both nervous anticipation and mild stress. Remarking on the confusion over serving, sophomore

Sydney Bronkall found that it provided insight for the real world and observed that serving for the French dinner would help her gain "experience for real life, such as for waitressing or working in the food industry." Despite the sometimes disorienting happenings, students and guests very much enjoyed the experience. Sophomore Thea Lamers remarked that it "was really nice seeing all the students in a more professional setting. . . it was still like being at school, but we got to see all of our cohorts in a different light." Though diners surely witnessed some of the uncertainty from the staff, as a whole, the dinner was a success. Bronkall expressed her appreciation for the inclusion of danc-



PHOTO COURTESY OF SYDNEY BRONKALL
Left to right: Sophomore Olivia Joachim assists teachers Marceau Verdier and Sara Hammoutene as they prepare pork medallion for the 17th annual French Dinner.



PHOTO COURTESY OF SYDNEY BRONKALL
Sophomores Thea Lamers (left) and Zipporah Gaskill (right) put the finishing touches on the desserts they spent hours making.

March and the Months

By Tehilla Horowitz
Staff Writer

The band Moon Milkshake, made up of Melina Wardynski, Fiona Shaughnessy, and Emilia Diggins was legendary at NPA. Along with the three alumna's vibrant personalities and positive nature, the band brought about its own unique musical style to NPA. Although the three have separated and now attend different colleges, Diggins, who now goes by her stage name March Adstrum, continues to pursue music. Adstrum is attending her first year of college in Los Angeles studying Avant-Garde Rock and Noise at California Institute of the Arts. While in college, Adstrum has started her own band called March and the Months, which most would label as a punk-rock band. The band consists of bass player J-Dawg, Gabriel Lubowe as the drummer, and Rob Diggins as the electric violinist. Currently, the band has been working with Bongo Bay Studios recording her next album. Attending school in LA has drastically changed Adstrum's motivation for pursuing music. Throughout elementary and middle school, Adstrum was bullied. Her ambition was to become rich and famous and prove herself to everybody who once doubted her. Adstrum refers to her past recalling, "I was

an outcast and have always felt the need to prove to the world that I am, in fact, good at something." Now, her undertaking of music is about more than fame or money. She has realized that, as a woman, it is very difficult to make it in the music industry. Adstrum has become aware of how women are treated as objects by men, who dominate her school and the rock and roll world. This new realization has allowed for her new understanding and respect for women in rock and roll. Her revised motivation is to now "become a highly versatile instrumentalist, as well as songwriter and performer. In my opinion, a woman has to work 50 times harder to receive the same respect as a man. So, I guess I want to pave the way for future generations in the industry by adding my two cents to the picture and showing other girls that they don't have to bend to a man's condescending will. Just because a man thinks he is superior doesn't mean that he is. A woman is more than just the way she looks." Adstrum believes that while NPA's IB program forced her to believe in herself, she was not prepared for the hardships that artists have to face. With only \$32 in her pocket, Adstrum still feels liberated and as though all her dreams are coming true. Although she has to face the difficulties of being an adult, the community around her is extremely supportive and provides



PHOTO COURTESY OF BRIANNA CHAPMAN
Emilia Von Einem Diggins (stage persona March Adstrum) graduated from NPA in 2018 and now attends California Institute of the Arts.

her with a source of inspiration. Adstrum expresses her appreciation of the people in her community, she explains that "the people in my new community are so liberating. You can literally go to school naked if you want to. People go skinny dipping in the pool whenever. People graduate naked. I feel very supported for who I am." Adstrum's music has changed dramatically since her high school days. She feels that she has gone from a Bob Dylan and Beatles vibe to more of a Radiohead and Joan Jett vibe. The root for her change in music style comes from her change in inspiration and process. Adstrum voices, "I had experiences crop up in my life which just couldn't be expressed in a calm way. I needed to scream and throw my body and guitar across the stage. I needed to have

a reason to fall on the floor twitching or swing my arm around and around. Mostly, however, I think I just explore whatever knowledge happens into my life." Her first performance with March and the Months changed her life. She practiced at least ten hours a week and was constantly dreaming of practicing. March and the Months have facilitated key experiences in Adstrum's path to becoming the performer that she wishes to be. March and the Months have "ultimately taught me about consistency and that I can, in fact, believe in myself. I thought that I couldn't do it and I wanted to run away before our first full-length show, but I did it anyway and realized that the key to my performance was letting go of all [cares] and just doing whatever... I wanted."



PHOTO CITY OF ARCATA
On a cold Arcata morning, the William McKinley statue, which once resided on the plaza was taken down. This empty spot is one of the many issues the Plaza Improvement Task Force has taken on as they continue to attempt to beautify the Arcata Plaza.

By Abigail Hasting-Tharp
Staff Writer

Located in the heart of Arcata, the plaza is an important locale for people of all ages. It is the consistent host to the Farmers’ Market and numerous festivals, as well as being a popular hangout for local high school and college students. Prompted by behavior which does not reflect Arcata’s community values, the Arcata City Council members recently took actions to begin evolving the plaza, with hopes to improve its safety and maximize utilization of the space. As a result of these ideas, the Plaza Improvement Task Force was formed.

“The council was trying to be responsive to the community,” said Julie Neander, the deputy director of environmental services and staff to the Task Force. She expressed that the council, over the past two years, has received communications of concern from users of the plaza about the future of

the space. “[The Arcata City Council] felt like having a task force to look in-depth at how we could make improvements to the plaza would be very beneficial.” Neander explains that her vision for the plaza is a space that “feels welcoming, safe, and has a lot of different activity.” Neander, along with the rest of the Task Force, wants to enhance the quality of future community events held at the plaza.

The Task Force was created to gather input from community members on their experiences, opinions, and ideas in regards to the four main categories involved with the plaza: economic development, safety and regulation, activities and programming, and beautification. “The Task Force will be looking at those four areas and making recommendations on what some potential options are for the council to consider implementing,” explained Neander.

In order to better understand the needs of the plaza’s visitors, the Task Force put together a brief survey. Accessible in both

English and Spanish, the survey asked community members questions about what aspects of the plaza were working well for them, and what they would value having changed.

“It’s a good place to hang out,” said NPA sophomore Olivia Joachim. She expressed that a barrier to her spending more time there is the general safety of the plaza environment. “I think it could be safer. Sometimes the bar activity moves from inside the bars to outside and creates a feeling of tension to anyone in close proximity.” Joachim explained. With two of the Plaza’s bars (TJ’s and Sidelines) liquor licenses on the line, the Task Force will have a main focus looking at ways to improve the culture of bar activity leaking onto the plaza.

Over the next nine months, the Task Force will spend their monthly meetings organizing and discussing the communities feedback from the survey. In addition to assessing their gathered criteria, the eight members are working to bring in outside

expertise. They are doing research on what makes public spaces successful, as well as examining public spaces similar to the plaza nationwide for ideas.

“The plaza is where I spent every Saturday morning with my family and friends growing up,” said Arcata resident and NPA student Caleb Weiss when asked about his best experiences at the Plaza. Shopping for locally grown food during the Farmers’ Market season, playing in the grass, or climbing “the climbing tree” are shared favorites among many Humboldt families. Weiss recalls the journey of going up the tree. “[It was] the most exciting part of going to the plaza. I will always cherish those memories.”

Moving forward, the Plaza Improvement Task Force is charged with balancing the needs of all community stakeholders to optimize this wonderful Humboldt landmark. With their hard work and stewardship, the plaza we know and love has a bright future in store.

Paul Mann: A Washington Journalist With a Story to Tell

By Alex Riggs
Staff Writer

Crowded into a hot newsroom, under bright klieg lights, fifty journalists beg for attention as a White House press conference unfolds. Though they are awed at the sight of the president and the intensity of the situation, the many correspondents must keep their cool when they get their chance in the spotlight. Hectic and exciting, this is an experience like no other.

As a Washington journalist regularly attending White House press conferences, Paul Mann experienced the competitive nature of high-pressure journalism every day.

Mann attended both the University of Albany and the Harvard college, studying English literature, world history, and national security, which covers White House decision making in foreign policies. He ended up pursuing journalism because of his curious mind and a strong interest in many different sides of news and politics. After college, Mann went to Washington D.C., where he began his first job was as a congressional aide in the House of Representatives. Mann worked as a Washington correspondent from the time of Reagan’s presidency through George W. Bush’s. With deadlines to meet and facts to check, Mann described being a journalist as “stewing in tension and uncertainty.” He recounted countless “stakeouts” of waiting hours on end, then rushing to report. Often, Mann was taken late into the night waiting on time-sensitive matters. Wanting to cover all sides of a story and waiting for a response from sources while also pushing for a deadline, Mann says that being a Washington correspondent is a “paradox of rush-rush-rush and wait-wait-wait.”

When identifying a credible source, Mann said that “the larger the number of sources, the higher the likelihood that an article will be accurate.” He explained that relaying accurate news to the public is one of the most important services of the media. When asked how news has changed, Mann described how the internet demands an instantaneous answer when news comes about, leaving much room for error and inaccuracy in the haste of getting a story out before one’s competitors. “Speed forces hasty judgments,” said Mann. “[these stories] are the enemy of accuracy and credibility.”

Mann’s shift in lifestyle after retiring as a Washington journalist came after many years of this chaotic yet wonderful job. He had a multitude of highlights in his career such as attending a presidential summit conference in Washington and watching major treaties being signed. Mann also contributed to a book called Defense Beat: the Dilemmas of Defense Coverage. This book’s introduction and edits were made by Loren Thompson, a



PHOTO COURTESY OF PAUL MANN
Lifetime journalist Paul Mann visited NPA’s journalism class, teaching them about his experiences as a White House correspondent and beyond.

Georgetown professor, and the chapters were written by individual Washington reporters. Mann even covered a Supreme Court case once. These were just a few of Mann’s vocational accomplishments. However, he had had enough of the jam-packed, bold-titled, hectic life of a hard-working journalist. He decided to settle down in Humboldt County by the ocean, and in the process, learned about a multitude of “environmental issues (such as sea level rise, forest fire behavior & science) and about the law courts.” In doing so, he had much more free time, some of which he spent talking with the members of the Heron Herald staff recently. His insights inspired many students and his suggestions for beginning journalism were much appreciated.

The last question posed to Mann when he visited the Herald staff was what was the biggest takeaway from his years as a journalist. He responded that “it is important to be skeptical and detached in weighing the news, particularly government, political, and military news. Power and personal ambition distort judgment and result in erroneous decisions that harm, or at least fail to serve the public good.”

Mann’s appreciation and devotion to journalism has inspired many NPA students throughout his time involved with the school.

Beloved Lubowe Retires

By Abram Rau
Staff Writer

Longtime NPA administrative assistant Eve Lubowe announced her retirement in November of 2018. The news came after Lubowe began experiencing worsening carpal tunnel syndrome that hindered her ability to work.

Lubowe has been a key piece of NPA and has helped it to move smoothly, from writing the weekly newsletter to recording student absences. Lubowe’s time with NPA started as a parent council volunteer for the four years while her son Gabriel Lubowe was a student, from 2007 to 2011, and then seven and a half years as an employee on the payroll. Lubowe has a biology degree from HSU, and she was a proud stay-

at-home mom who homeschooled her kids intermittently for almost 30 years, as well as working as a private math tutor for 12 years.

NPA faculty already miss having Lubowe on the staff. “She had a way of making your day better, you always walked away happier after interacting with Eve” said science teacher Alyssa Guerrero. Math and physics teacher Adam Hess described Lubowe as a great ambassador for NPA noting how one of Lubowe’s key roles at the school was orchestrating the admissions process and often being the first to welcome new families to the school. “She would follow her words with actions” said math teacher Rick Warnock reflecting on how Eve always followed through on anything she was asked to do. This could be challenging considering she worked for faculty and administrators at both the middle school and high school campuses. However, Eve had a way of keeping it all positive even on the most stressful days. Guerrero reflected further, “Eve embodied the concept of how to be graceful in chaotic situations and I learned a lot from her.”

With the new free time she has found herself with, she spends more time with her children, friends, and dog, doing

more yoga, playing ping-pong and tennis, and reading. “I forgot how much I love reading” she said. However, Lubowe is still part of the NPA community. “Watching our alumni continue to grow and thrive continues to delight me,” she said.



PHOTO COURTESY EVE LUBOWE
NPA’s former administrative assistant, Eve Lubowe retires after 7 years of working at NPA. She will be greatly missed by the whole NPA community.



Heron Herald turns five

By Omega Gaskill
Staff Writer

Last fall, NPA’s own Heron Herald celebrated its fifth anniversary since being founded by former NPA English teacher Nick Wilson. This feature of student publications covers stories ranging from international travel to issues of local significance and has been doing so since its beginning.

Although both the literary magazine and yearbook had been a part of NPA for several years, the newspaper was the school’s first venture into a formal publication of current events.

For alumna and former editor-in-chief Trinity Morton, the established foundation which the Heron Herald provided was an opportunity to gain leadership experience as well as valuable writing skills. “Nick had approached me towards the end of junior year to see if I was interested in starting a newspaper, and of course, I was,” remarked Morton, who at the time was the editor in chief of NPA’s literary magazine, the Zeitgeist. “Trinity was a natural fit for editor because you need somebody who is a strong writer, who can engage with people and help them to share their stories, and do that in a way that is going to be empathetic,” explained Wilson, a seasoned journalist, with five years of teaching experience at NPA.

In the summer before her senior year, Morton, several classmates, and two teachers attended a week-long workshop in Chico focused on learning how to write in a style appropriate for news articles as well as how to run a student-led newspaper. To the entirety of the Heron Herald staff, fostering not only a unique journalistic integrity, but a sense of deep respect among those fea-

tures in their stories was key. “Our first articles were things deeply personal to the students. For example, we had a student from Yemen, Abdul, whose home country was being torn apart by war while he himself was at school here at NPA. Many of his classmates were totally unaware of that, but through a story that Maia Lemann wrote, she was able to share that,” Wilson recounted.

In the fall of Morton’s senior year, she was joined by classmates including Maya Makino, Maia Lemann, Benjamin Leopardo, Madison McLaughlin, James Bettis, Liam Achterberg-Munoz, Dexter McNally, Myel Gilkerson, Rosemary Stevens, Gaia DeNisi, Mia Prall, Ananda Verdone, and Zaliah Finegan in putting together the first edition of the Heron Herald, which focused largely on the school’s annual trip to the Oregon Shakespeare Festival. Morton recalls the nerves she felt before conducting her first interview with Jack Willis an actor in a production of The Great Society. She considers this the most memorable article she wrote during her time on the paper, as it set the precedent for her future on the Herald staff.

Morton became quickly familiar with how to lead her team in writing, editing, and publishing, but was unaware of the type of work she would have to undertake. “It was a big job, and I didn’t really know what to expect because I worked as the editor in chief, copy editor, and layout editor!” Morton said. She was especially fond of laying out the paper and recalled how she had loved it because of how meticulous you had to be. “I’m a very detail-oriented person and it was satisfying to put it all together,” Morton recalled.

A large inspiration of Wilson’s for starting the newspaper came from his belief that the journalistic world isn’t complete unless all viewpoints are included. He says that “It’s important for students to be able to share their voices on a public platform, and evaluate the issues that are relevant to them and to their lives, and also to look at how national issues might come to bear on us locally,” Wilson’s enthusiasm for critical but compassionate evaluation of subject matter has been passed down to his students throughout the years.

Now a senior at UC Berkeley, Morton was first interested in studying English but has since transitioned to majoring in sociol-

ogy. “My initial choice to pursue a degree in English was definitely influenced by both Nick and NPA in general,” Morton said, as NPA values the humanities greatly. She says that it was beneficial to have a teacher like Wilson, as he had a background in journalism as well as in English, so her writing skills were able to develop in a number of ways.

Today, the Heron Herald finds itself with 19 staff members, having grown abundantly under the guidance of editors former and current, and of course history teacher Andrew Freeman, who supervises the publication. Although the focus and message of the paper remain largely the same, today’s Herald journalists have expanded their horizons to accommodate the ever-growing realm of news. Both Wilson and Morton, who are responsible for bringing the paper into existence, are proud of the role they played in founding NPA’s first student publication as well as the way it has grown since.



PHOTO BY ANDREW FREEMAN
Left to right: Gale McComas, Phoenix Arnold, Brianna Chapman, and Olivia Oetker read an edition of the Heron Herald after its distribution by students.

Alumna offers class in Archaeology

By Eva Swartz
Staff Writer

This year, NPA’s elective program gained a fascinating addition. The archaeology elective, run by NPA alumna Anne Sherfield, is a fun and informative class that started the first semester of the 2018-2019 school year. Sherfield remembers that during her time at NPA, students learned mostly about recent histories, such as the Cold War. She always loved ancient history and wanted to offer current students an opportunity to explore it through the archaeology elective. It is important to her to share an accurate idea of what archaeology is, as she recognizes that many people may not understand it. When asked about common misconceptions of archaeology, she said that lots of people think archaeology is about digging up dinosaurs. In fact, it focuses mainly on public outreach and trying not to promote generalizations about the past.

When asked why Sherfield enjoys archaeology, she responded: “I’m the weird person who always knew what I wanted to do.” She remembers Cheyenne Montalbin, a history teacher at NPA when she was a student, who taught from a very anthropological perspective. She enjoyed having an opportunity to look at history, “as questions to solve, rather than a list of facts... it was really helpful being in a community where asking crazy questions was supported.” Sherfield’s research papers in her freshman and sophomore years were on topics such as incest, witch burning, and nuclear winter, and she experienced NPA as a community that welcomed her unusual ideas. After NPA, Sherfield attended the University of Michigan, which she chose because of its classical archaeology major.

Sherfield’s main goal in teaching the archaeology elective is to help students understand “how archaeologists study the past, because I think we’re very well informed about how you get information about the past from a text, but it’s a lot more difficult to understand how archaeologists look at a bunch of trash and know what it was and how it was made.” She also wants to help students understand how a man-made environment affects social structuring, as our actions are preconditioned by the environment we create. Sherfield is looking forward to continuing to teach the archaeology elective and is enjoying sharing her experiences with her students, as well as learning with them as she progresses through graduate school. The main idea she wants those interested in archaeology to understand is that “we’re humans now, they were humans then, and we’re having the same experience.”



NPA alum Anne Sherfield values education from an anthropological perspective as it provides students with more opportunities to ask questions.

Correction:

In our past edition an error was made which we wish to apologize for. The last name of John Georgopoulos was spelled incorrectly, and was printed as such. This mistake was noticed soon after the printing, unfortunately too late to correct. The blame lies on the Heron Herald staff as a whole, and we promise we will do our best to present the NPA community with trustworthy, true, and relevant news for years to come.

Boys Basketball End Their Inaugural Season With a Bang

By Caleb Weiss
Staff Writer

On a chilly night in Ferndale, the NPA boys basketball team walked onto the court not knowing they were about to play their best game of the season. With the team changing from the Coast League to the Humboldt Del Norte League (HDN), they were able to enjoy the inaugural season of a new lineup, a rare event for a sports team.

The team, not knowing what to expect, started the season slow and steady. They practiced and had fun while being able to help and teach each other. Even freshman Devon Baker-Berry, who had never seen or played a basketball game before, became a solid player on the team and was unanimously nominated as the most improved player. Heading the team is the spectacular team captain Phoenix Arnold, a senior. He was the one who was able to draw together the entire team, leading, motivating, training, and organizing them. Without him, NPA would not have been able to bring together such a great team and would not have had such a fun season. The team is also studded with amazing players like freshman Jaxon Javet-Peaker, a consistent shooter who is also able to dominate from any position. His height, speed, and agility make him a key player on the team when they needed to put up points or block down shots. Peaker is also widely known for his extremely clutch three-pointers, where he makes shots from well over twenty-four feet right at the buzzer.

Ronny Whitlatch, a junior, has been with the team since it was in the Coast League, and has been one of the top players on the teams throughout. Whitlatch can be seen making efficient and smart plays, just like another starter on the team, Abram Rau. Rau is wild but consistent at the same time, knowing when to shoot and when to pass. He is a dependable scorer and overall very aggressive player.

NPA is not known for having the most defensive players, but junior Julian Ramirez, sophomore Zaca Leatherwood, and freshman Ari Alter can always be seen in the paint grabbing boards, getting blocks and throwing up shots. In the last game, both Ramirez and Leatherwood were able to stand their ground and play a major role in getting the ball back to NPA on a missed shot. All three are skilled in shooting a close up shot while being guarded by multiple defenders.

Two of NPA’s more speedy players, senior Alex Lamers and sophomore Slate Taylor, played with constant momentum and pace. They were quick to the ball and even quicker to make a play with it. Lamers, another veteran on the team, was one of the main point guards throughout the season and helped to develop and operate many of their plays. Taylor, on the other hand, was what many

liked to call the “middle man”; he was always there to make things happen, whether it was to catch a pass and release it into a point or into another teammates hand.

Finally, there is junior Louis Margolin, who, by the players, was decided to be the heart and soul of the team. He always brought laughter and joy to the court during practices and games by cracking a joke or simply getting everyone hyped up about playing.

The team also acquired a new coach this year, Gryphon Phoenix, who brought his coaching skills to the team. He was an experienced coach down in southern California in many sports, but primarily in volleyball and basketball, which are his favorites. After reflecting on the season, the coach said “I am super proud of the guys, they all developed, progressed, and improved, they all dedicated themselves to working together as a cohesive group. Teamwork was the main mantra for the team throughout the entire season.” He also talked about how much he enjoyed watching the team play together after multiple players arrived home from the international trip to Sweden and Iceland. Phoenix spoke on how amazing it was watching them as a full team with unbelievable amounts of energy and enthusiasm to get better. Although their captain graduates in the spring, they are not losing their spirit. They will continue to progress with fabulous supporters, fans, and even superfans like junior Melissa Horne, who attended every single NPA basketball game of the season, cheering them on with encouraging posters. This season marks the start of a new frontier for sports at NPA.



PHOTOS COURTESY OF SAVANNAH TARLTON
Above: Captain Phoenix Arnold is a senior and will graduate this spring.
Below: Sophomore Abram Rau moves in for a shot during the boys’ last game, in which they ended with their highest score yet against Ferndale High School; a strong finish to their season.



International Student Profiles

Hannah Fodor

By Bella Ely
Staff Writer



For many people, choosing where to attend high school can be a difficult decision. Pair that with a continental divide, and it becomes exceedingly more intimidating. Austrian exchange student and NPA senior Hannah Fodor took on that daunting challenge in 2015 when she came to attend NPA for the first time. Although Fodor has come to trust in her decision, she said that it was a complicated process.

Fodor's mother, Gretchen Simms, is from Humboldt County, and her grandfather, Erich Schimpsis, an acquaintance of NPA Principal Dr. Jean Bazemore. When an opportunity for exchange to the U.S. sparked Fodor's interest as a freshman in Austria, her grandfather suggested NPA. She was eager to travel and decided to start with a month-long exchange in Humboldt in order to see whether it would be a good fit. She knew before the end of her exchange period that NPA was where she wanted to go for high school.

Fodor returned to NPA for a semester the following year as a sophomore. Her second exchange only strengthened her original impressions. "It's a really great school, and I really like the mentality and the teachers, [and overall] the whole community," explained Fodor. For her, it's the community that made NPA so unique. "The people - there's just a sense of respect, which is shown not just with other students, but also with the teachers." During her junior year, she wasn't able to make it back to the U.S., although she would have loved to.

Living in Humboldt County proved to be a huge contrast from Fodor's other home, the bustling city of Vienna, Austria. Although she does miss her family and friends, Arcata has become her second home. As she notes, in Humboldt "there are not many people and not much to do," and one of the hardest things for her to adjust to when she got here was living in a small town. Although there are fewer things to do here, she actually likes the atmosphere more than in a larger city. In addition to the beautiful scenery of Humboldt County, Fodor explained that "there's this certain solitude that I like, where you can actually be alone." She enjoys the beach, the Arcata Marsh, and even the weather.

From Fodor's perspective, the biggest difference between Vienna and Arcata was the hospitality. Here at NPA, she says that "there's just a different sense of community, which is much nicer." Along with the academics, it was one of the many things that stood out to her about this school.

This year, Fodor is a senior and will graduate from NPA in the spring. During her time at NPA, she has participated in NPA's girls tennis team and in the Travel Magazine.

After high school, Fodor is planning to stay in the U.S., as she believes that "there are more possibilities for me in America, and I think that overall I respond better to the method of teaching." Fodor is applying to colleges in the U.S. and hopes to attend Sarah Lawrence. She explains that the biggest lesson she has learned from her time at NPA is to "always be respectful towards other people."

Hannes Milker

By Slate Taylor
Staff Writer



Hannes Milker has come over 5,000 miles from Leipzig, Germany to join NPA students in Arcata, for a semester. After deciding he wanted to "explore a new culture and work on his English," Milker went through the application process to study abroad with a program called E High School. This involved filling out two applications and completing an English test. He then selected America as his country of choice and was assigned to go to Humboldt County, California.

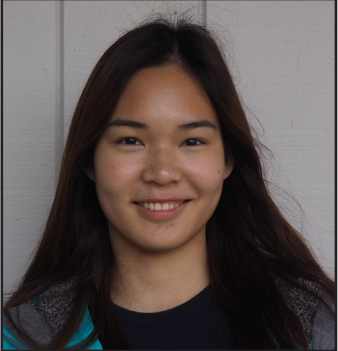
One of the harder parts of long term international travel is missing the people you've had to leave behind. Back in Germany, Milker lives with his parents and has an older sister who attends college nearby. Milker says, "I skype on the weekends and when I have free periods," to keep in touch with his parents, sister, and friends. When in Germany, he attends Rahn Education, a school sizeably larger than NPA. "For Germany it isn't so big but our school is from 5th to 12th grade, so there are around 800 people," explained Milker. His favorite subjects are math and physics, which he hopes to use to get into an engineering school when he graduates. When comparing NPA and Rahn Education, Milker said that he likes "to talk to teachers in a small school," and he was enjoying the accessibility of teachers here. Outside of school he enjoys watching sports including soccer and tennis, and is a member of the NPA boys tennis team.

Milker started playing tennis about five years ago. Since Rahn Education doesn't have their own tennis team, students only play in clubs. At his club, Milker is 5th on his ladder of 60 people. Here at NPA, he is 1st on the ladder. So far he hasn't played much here, as several school matches have been canceled due to wet courts caused by the rainy weather. However, Milker said he has enjoyed the time he has spent playing, both at practices and with his host brother outside of school.

Milker is being hosted by sophomore Garrett Leach and his family. Leach says that "he's a lot of fun to have in the house, and he's been helping out a lot." Leach recommends hosting an exchange student and said it has been a great experience. With Leach and his family, Milker has gone on two ski trips, and they have plans to take a trip to the bay area to show Milker more of California. Milker is also excited to go windsurfing with his host father, Steven Leach, as he enjoys windsurfing in Germany. Milker has also explored some of the interesting features of Humboldt such as the redwood forests, and beaches like Trinidad Head. Milker noticed that the redwood trees in Humboldt are beautiful and the burgers are better than they are in Germany. Although at times it may be hard to be away from home, his host family and all of NPA hopes to give Milker the best experience possible while in Humboldt.

Supitra Dusadeevijai

By Meadow Jennings
Staff Writer



About 7,942 miles away from her home, exchange student Supitra (Pitra) Dusadeevijai said going abroad is "the best experience when it comes to traveling". Dusadeevijai is from Phayao, a northern province in Thailand, and she is currently in Humboldt County for a year abroad. During her time in Humboldt, she has been exposed to a new language, culture, and lifestyle. Dusadeevijai has enjoyed living with her host family and going to NPA high school as she finishes her senior year and her high school career.

While in Thailand, Dusadeevijai lives with her mother, father, sister, grandparents, and her aunt, but here she lives with NPA freshman, Norah Mitchell, and her family. Exchange students get a direct view of a different lifestyle by living with a family in the country they visit, instead of staying at dorms. Dusadeevijai expressed that staying with her host family has been a great experience, saying "it was the best memory ever."

Students that travel abroad not only have to learn a new language but they also have to use it constantly in classes as well as in their everyday lives. According to Dusadeevijai, the most important thing about going abroad is being brave enough to ask questions. When presented with problems, students on exchange have to have the courage to get the information they need, often by asking questions of classmates, teachers, peers, and members of their host family.

Dusadeevijai explained there are many differences between life in Thailand and life in Arcata. While in Arcata "I can go anywhere myself, but when I was in Thailand I couldn't go hang out with friends, my mom wouldn't allow me," Dusadeevijai said. There are also many differences between schools in Phayao and in Arcata. Dusadeevijai explained that at her school, students would arrive at 7:30 to practice their religion and sing the Thai song of respect before class. She noted that while students at NPA move from classroom to classroom and have some freedom about which classes they take, at "my school we have to stay in the same room all day and wait for a teacher and we cannot choose the subjects we want to learn."

In addition to studying abroad for high school, Dusadeevijai has also expressed interest in studying abroad for college. "I just applied for Liverpool University in England and I'm still waiting for them to reply" Dusadeevijai said. Dusadeevijai would like to study psychology and she also expressed interest in becoming a pilot. From the time she has already spent in Humboldt, Dusadeevijai said that she would recommend traveling abroad to others and she is glad she came to the United States. Going on exchange gives students a chance to travel to another part of the world and immerse themselves in a new culture and lifestyle, they can broaden their views, learn new languages, and see the many differences and similarities between countries across the globe. Dusadeevijai has taken this opportunity to travel to the United States and she will be here until the end of the school year.

Tareq Ahrari

By Gabriel Blank
Staff Writer

This year NPA is home to not just one, but two students from Germany who were brave enough to try a semester abroad in the United States, one of whom is Tareq Ahrari, 16, who has come to NPA as a Junior. Having had a few weeks to adjust to his new home he was willing to offer some impressions and comparisons with his own home in Germany. In the states he has been staying with the family of freshman Amadeus, which has been a bit of a different experience than what he has been used to. At his German home he has two siblings, including an 18 year old sister and a 20 year old brother. He lives in a "small village, like 1,000 people. It's near to Hamburg, like, I don't know, 30 miles away. I live 15 minutes away from my school by bus."

He says his parents live in "a house with my Grandma... she's 98. We have a cat at home. My father is muslim and my sister and my brother, they are also, but like me, not really muslims... we take the rules but aren't fully muslim." His father fled from warfare in Afghanistan approximately 30 years ago and wound up starting a family in Germany

His home situation here is different in that "my host mom is always picking me up here from school and driving me. That's not what my family is doing. My mom and my dad's mom

driving me to school and picking me up here." Additionally his host mom works from home, and so he ends up seeing her more frequently than his own parents, who work full-time jobs away from home. One aspect that he says has been enjoyable for him is that "I have, like, someone who is my age, which is really cool," as opposed to his older siblings in Germany.

Another thing that he appreciates about living with his family here is "the food is really good, really healthy. It's also like in Germany, my mom will also make me very healthy food."

Some of his own favorite regular meals in Germany are "Spaghetti, crepes, sausages sometimes... potatoes, these are also really good."

On the academic side of things, there are some noticeable differences between his experiences here at NPA. While he may be a member of the Junior class here, at his own school he is the equivalent of a sophomore, and of his school he says "it's really good there. It's really different from here. You have much more subjects, you have to do much more, and homework. You have to write exams on every subject... we don't have free periods." In addition to workload, there are some classes there that he doesn't take here, including Latin, Politics, Geography, Physical Education, and Chemistry. The classes here "are very interesting on the one side, like I really like the math classes because are doing really much from ourselves and the teacher is always ready to explain things to us... In Germany we have really big class, so here the teacher can more focus on one student and this is very cool and I like it." However, he does still think that the German classes are a little better able to cover

subject matter.

On a more community-wide scale, Ahrari says that the openness of people here has allowed him to settle in fairly easily, and without any sense of isolation or of being unable to adjust that can sometimes accompany extended stays in a foreign country. When asked if there were any aspects of his first stretch of time here that seemed surprising or discombobulating, he replied that there was "not really a culture shock... It was really surprising to see the people, and how nice they were, how open they are. I didn't really have a culture shock." The atmosphere here in Humboldt county is apparently a fair bit different from his own local community, where "it's not really close together... we are not very open. Not very talking much. Not a very nice community like here." He also added that the community is a little on the older and smaller side of things there.

At NPA Ahrari has joined the Boys Tennis Team after a hiatus from the sport, and with a fellow compatriot from Germany he has been able to put down strong roots in the school environment to become a fully involved member of the NPA community.



Martina Cecconi

By Omega Gaskill
Staff Writer

Although NPA is home to a number of exchange students each year, not all of them stay for a whole school year, or even a semester. Martina Cecconi of Argentina came to NPA for a month-long exchange while on a trip with her school through AFS, the international youth exchange organization.

This was Cecconi's second time in the United States, as she had visited Orlando, Florida on a family trip several years prior to her month-long stay in Humboldt. Although Disney World was great, she decided to come to the U.S. again through an exchange program in order to get a more thorough understanding of American culture. Cecconi was hosted by NPA junior Gale McComas and her family, saying she immensely enjoyed her experience with both her host family and her

time at NPA.

Cecconi lives with her father, stepmother, and her two brothers in the small town of Autonoma, Argentina, just a few miles from the capital, Buenos Aires.

Cecconi explained that the weather in her hometown isn't much different from the weather in Humboldt County, as it can get hot in the summer, and rainy and cold in the winter. When it rains, Cecconi takes the bus to and from her school, Instituto Nuestra Señora de las Nieves, or the Our Lady of the Snow Institute. When the weather is good, she walks to school, as it's only a few blocks away from her home.

Humboldt County poses many differences to her home in Argentina, and Cecconi explained how the Arcata Plaza reminded her of the shopping centers in her town, places where people can meet, and where she and her friends hang out. Though her town has only a few tall buildings, Cecconi explains that "in [her] neighborhood, they are starting to build a lot of things, like towers." Although to Cecconi, the constant construction proves

annoying at times, she mentions that it is good for the economy of her town, because more housing will lead to an increase in the population.

Cecconi was only at NPA for a month, while also traveling across the country on a school trip. Before coming to NPA, she visited "Las Vegas to spend New Years, then we went to San Francisco to spend five days," Cecconi said. After traveling for about a week, they came to Humboldt County. Cecconi was the only one of her classmates who went to NPA. Many other students went to other schools in Humboldt County, such as Arcata High School and Eureka High School. The purpose of this month-long exchange is to have the students immersed in another culture while interacting with other students. Cecconi explains that her time at NPA has seemed longer than just a month, and that it has been her favorite part of her trip so far. After leaving Humboldt County, Cecconi, her peers, and her chaperones will travel to Washington D.C., Boston, New York, Orlando, and Miami. Although she enjoys traveling to all

different cities, Cecconi says she prefers the immersion and understanding of the culture she got while she has been at NPA.

After high school, Cecconi plans to become an English or Spanish teacher, with hopes to teach in the U.S. after she gets her teaching diploma in Argentina. Cecconi's grandmother used to live in Boston, and "I've always told her that we will move here and I will teach in a high school, and she will be at home to prepare the food and that sort of thing."

Cecconi expresses her thanks to everyone at NPA who made her short exchange a memorable one. Her exchange helped her "understand everyday life in a place, and that is a great experience." She has enjoyed visiting Humboldt County and would love to come back again.



A First Season

A beginning player reflects on the inaugural season of NPA girl’s basketball

By Alex Riggs
Staff Writer

Five pairs of shoes squeak onto the court as NPA’s girls basketball team launches into the beginning of the season. “Back on D,” hollers John Georgopoulos, the team’s brand new coach. Bleachers full of encouraging onlookers watch the athletes run back and forth. Co-captain Thea Lamers motions for us to get set up, and passes to me. I pass to Gale McComas - who is right next to the hoop - and she makes it. Those encouraging onlookers are no longer just watching, but cheering. This was a great moment of pride for our 12-player team.

With little experience but great ambition, the team was a source of new inspiration into the sport of basketball for many. I, as well as NPA freshmen Elijah Price and Lila Cohen, and senior Bow Piyasiriluksika, had never played basketball when the season began. In other words; our team was full of newbies. But this wasn’t treated as a barrier, but rather as a motivation to get better. Georgopoulos felt that “The Lady Herons showed incredible grit, determination, and heart on the court, each and every game. This earned them the respect of coaches, fans, and other teams.” McComas, NPA junior playing as post, said that the newer players, “through the process of playing as a team, improved a lot.” I learned a lot from Gale and my other teammates.

Additionally, I was very excited to have the opportunity to try something I was completely unfamiliar with. Lila felt the same way, saying that “at the beginning of the season, I didn’t know anything about basketball, but with the help of my teammates and coach, I was able to improve a great deal.”

Elijah had no experience with basketball but picked it up very quickly. By the end of the season, she’d assisted, played practically every game/quarter, and even scored, showing an incredible amount of improvement. We are all very proud of her.

Our team held twice-weekly practices where we learned everything from passes to plays. These practices were hosted by St. Mary’s Catholic church. Though the games and long drives brought us closer as a group, the practices were a time for us to get more comfortable with the game and the plays. These plays were often named after Greek gods/goddesses, such as Poseidon and Hades, a nod to coach Georgopoulos’ Greek heritage.

Seri Welsh, NPA freshman playing point guard, said that “it was so fun playing with all different girls from different grades.” Similarly to what Seri said, Kayitesi



PHOTO COURTESY OF SAVANNAH TARLTON
Sophomores Zipporah Gaskill and Acacia Castillo during their last game of the season, prepared for whatever may happen.



PHOTO COURTESY OF SAVANNAH TARLTON
Co-captain Thea Lamers prepares to shoot during a game against Ferndale High School.

Mussmann, an NPA senior playing shooting guard, also explained that “it was a fun overall experience working with everyone.”

Each player had a different set of skills to bring to our games, making us feel like a force to be reckoned with. Bow, a senior and exchange student playing guard, was at almost every game and practice, showing her great commitment to the team. Lila brought joy and ease to the sport that was much needed in times of tension and Seri brought her expertise for unfortunately just one game.

Some of the more experienced players included co-captain Shoni Rheinschmidt, a junior playing many different positions, who said that “being on the team was a really beneficial experience.” She appreciated the girls’ sense of comradery and how hard everyone had worked. Shoni had played before and was a quick-on-her-feet player, but this team had given her a different window into the sport. Junior, Leo Peerson, another skilled and highly-valued player, played center. Her strength and competitiveness was something I really admired. Sophomore, Acacia Castillo, played forward and guard, and was another amongst the experienced players, giving our team more of an edge with her three-pointers and aggressive style of play. Zipporah Gaskill, nicknamed “Zippy,” was one of our quickest players, with amazing precision. Though Zippy didn’t play many games, those she did were played with her extra speed and hard work. However, the player that pulled through at every game and kept our team truly organized was sophomore Thea Lamers. Thea, as team co-captain and point guard, felt her “experience with basketball was full of growth with [herself], each player, and the team as a whole.” I shared Thea’s sentiment that “everyone played their hardest and towards the end of the season, we began to play as one unit instead of individuals passing a ball around.”

In my eyes, every player on the team pushed themselves and showed a great amount of motivation. Throughout the season, everyone learned something; whether it be the basics of basketball or what it’s like to play with a team full of beginners. And when we weren’t learning, we were playing. Even when we had a tournament with only five players, or when a teammate was hurt, our group still enjoyed the games, worked hard, and could have a good laugh by the end. No matter the result, we could enjoy the process. Gale summed this up perfectly by saying that “we all really understood that it wasn’t about winning as much as getting out there, working hard, and being a good team.”

NPA Students Sweep Local Speech Contest

By Zaca Leatherwood
Staff Writer

News and journalism are significant sources of information in our country and the world that have the power to affect people on a local to a universal level. This year’s Lions Club Student Speech Contest attempted to understand the significance of news in our ever-changing society, the prompt being “Freedom of the press, what does it mean?”

The Lions Club International organization was established in 1916 and has been holding the speech contest since 1933. To participate, students wrote and presented a speech on the selected prompt with a length of 5-10 minutes.

NPA has had a long history of student participation in the contest, and this year the school kept with the tradition with a total of seven students, including sophomore Bella Ely, freshmen Ari Alter, Zoe Osborn, and Lila Rose Cohen, juniors Autumn Wright, and Siena Costanzo, and senior Bow Piyasiriluksika. The participants started the contest at the club level by speaking at any of the three Lions Club contest locations available to them which include Eureka, McKinleyville, and Trinidad. At each of the three club contests, an NPA student emerged victorious. On March 3rd, the winners of those first contests, which included Ely, Alter, and Osborn, contended against each at the zone level for the opportunity to participate at the county-wide contest, officially known as the regional contest. Osborn was the winner, and will compete in the regional contest on April 6th in Eureka.

Freedom of the press has arguably been one of the most discussed topics in recent years. This year’s prompt has many sides, and every student had a different reason for choosing to speak about it. Ely said she was inspired to speak from our country’s point of view on freedom of the press, saying that “our current political environment isn’t very welcoming to freedom of the press, and I thought this was a good way to shed light on that.” Wright said she chose to speak because “the press is responsible to the people, and we need to fight for what we believe is right in terms of the press.” She also explained that “I thought it was a really good opportunity to combat my fear of public speaking.” Lions Club member Bill Nelson said that “this is the next generation, that is going to set our country’s course going into the future, which is absolutely essential, the more people who speak about it, that talk about it, the healthier our democracy is going to be.”

“Freedom of the press is freedom of the people,” said Wright during her speech. Another contestant, Hannah Pereira, a senior from Arcata High School, also said this in her own speech, saying how it related to current issues. Pereira said, “the press is becoming flawed and we need to rethink things and go back to our roots and identify where we’re going wrong, then fix that.”

United States citizens have never been more connected and influenced by press and news ever before, and at this time press is going through major criticism and backlash. It is clear that the freedom and quality of press are important for our country’s future.



PHOTO COURTESY OF TRINIDAD LIONS CLUB
NPA sophomore Bella Ely (left) and junior Autumn Wright (second from right) stand with students from Arcata High and 6 Rivers Charter High School at the Lions Club speech competition at the Trinidad City Hall.

Anti-Charter Bill Considered in State Capitol

By Abram Rau & Ruby Devoe
Staff Writers

A bill that could eventually void NPA’s charter with the Humboldt County Office of Education was introduced in a session of the California State Assembly last month.

California State Assembly members Patrick O’Donnell (D-Long Beach) and Kevin McCarty (D-Sacramento) introduced AB 1505 in a session of the state legislature on February 22, 2019. AB 1505 contains language that affects charter schools and how they are allowed to operate in California.

The bill seeks to repeal existing laws that allow county

offices of education to charter schools if a local school district refuses to. Currently, if a school district refuses to charter a school, the school may appeal to the County Board of Education, which may choose to charter the school.

If AB 1505 is passed, NPA may have to find a new chartering body in the near future. NPA was originally chartered by the Big Lagoon School District. However, under a law passed a few years ago, a charter school must first apply for its charter from the school district in which the school is geographically located.

When NPA’s charter came up for renewal, the school requested its charter from the Northern Humboldt Unified High School District (NHUHS) since the school is

located in Arcata and within that school district’s boundaries. The proposal to charter was rejected by NHUHS, but NPA was able to apply to the Humboldt County Office of Education and receive a charter from them.

If AB 1505 passes, the county office of education will no longer be able to charter NPA beyond the expiration of the current charter, and the school will once again need to seek a charter from NHUHS.

The California State Assembly’s Education Committee is currently scheduled to hear AB 1505 and three other proposed bills related to charter schools on April 10th.

Adiatul Zulkurnain

By Omega Gaskill
Staff Writer

Although the differences between Arcata and Nur Adiatul Amiera Zulkurnain (Atul)’s home town of Terengganu, Malaysia are vast, the sense of community she has experienced so far during her exchange has helped to make her feel welcome.

Zulkurnain, a junior, was inspired to go on a six-month exchange to the United States in order to meet new people, make lasting memories, and most of all to experience the quintessential American life-

style. In Arcata, Zulkurnain lives with her host-sister freshman Alex Riggs and her family, whom she loves to spend time with.

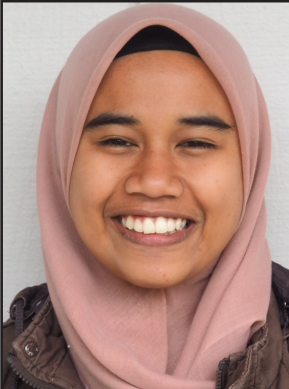
While Zulkurnain has friends in Malaysia who have gone on exchanges to destinations ranging from Korea to Paris, she is the first member of her family to come to the U.S.. In Terengganu, Zulkurnain attends a free, public boarding school only 15 minutes from her home, and although it is so close, she has often stayed at school over her holiday breaks in order to study for important exams. Since Zulkurnain turned 18 this March, university is on the horizon, and she is taking advantage of her time in America to better prepare herself for adult life, having new experiences daily

and adapting to unfamiliar situations.

While adjusting to life in the U.S. has had its various challenges, none was bigger for Zulkurnain than adjusting her new life to meet the standards of her religion. “I am a Muslim, and I have to pray on time [five times a day]. Sometimes it has been easy finding places to pray, but it has also been a challenge for me,” Zulkurnain said. Dr. Jean Bazemore’s office on the NPA campus is available for students to pray in, but Zulkurnain was tasked with finding quiet, respectful areas around Arcata where she could pray when not at school. Locations such as the Tin Can Mailman bookstore, the HSU Multicultural Center, and the Arcata Library have been welcoming and accommodating to Zulkurnain as she pur-

sues her faith.

Overall, Zulkurnain’s experience on exchange has been positive, and while she has been continually shocked by differences between life in Malaysia and life in Arcata, she is thankful for the welcoming attitude she has been shown. “My favorite part of the exchange so far is my family. They are very nice, and I’m so grateful to have them,” Zulkurnain said.





Swinging Into a New Season

NPA boys team joined by new players

By Omega Gaskill
Staff Writer

Despite complications brought on by rainy weather, the NPA boys tennis team has started this season off with a bang. Not only have the veteran players been joined by seven new teammates, but the team as a whole has experienced a strong start to their season, winning matches against St. Bernards, Del Norte High, and Ferndale High School.

This year’s team consists of freshmen Ari Alter, Mateo Avcollie, Amadeus Garcia-Brown, Jaxon Javet-Peaker, and Sherman Wright, who are eager to improve and appreciate the advice of their peers. Also on the team are sophomores Garrett Leach, Zaca Leatherwood, Rau, and Caleb Weiss. Juniors Tareq Aharari, Louis Margolin, Hannes Milker, Julian Ramirez, Michael Scott, and especially seniors Gabriel Blank, Ian Long, Nick McCurley, and Alex Lamers are heading into some of the last matches they will play during their time with NPA. With a unique balance of underclassmen to upperclassmen, this season could not only be an incredible opportunity for skill improvement but for sportsmanship as well. “The priority for me this season is that as many people get to play during matches as possible,” said coach Michael Bazemore. Entering each season with an approach tailored to the individual and collective needs of the team, Bazemore’s aim is to help his players improve their performance during matches, in particular, explaining how “there’s a difference between being at a certain level in tennis and being able to compete at that level.”

Although many freshmen on the team have been playing tennis longer than their time at NPA, the dynamic of being on a team with not only your peers but with

those who are committed to guiding you can be drastically different from any prior experiences. “Being one of the most inexperienced people here, and being able to be helped by the other players,” has been Avcollie’s favorite aspect of joining the team so far this season, and he looks forward to improving his skills.

Something which makes this year’s tennis team so fascinating is the prevalence of exchange students on the team. Both Ahrari and Milker hail from Germany, where they have played tennis for years. They both agree that while the coaching styles in Germany and California do not differ significantly, the thing which has taken the most getting used to is the actual game-play. Ahrari and Milker are used to playing on clay courts, while here in Humboldt all the courts are known as hardcourts. “Using different courts makes you a better player in the end,” said Ahrari.

With the inauguration of new team members comes the beginning of the end of an era for NPA seniors. For Blank, among others, this season marks the last of his four on the NPA tennis team, a time which he reflects has been well-spent, citing both his own dedication to the sport and his coach’s approach to it as being responsible. “[Michael] tends to work from the ground up, where immediate results aren’t as important as building a long term foundation that will be able to turn into a very effective game-play strategy in years to come,” Blank explained. “I’m just trying to get as much quality playing time as possible, which is a tricky goal with the weather, but I’m making the most of the time that is spent on court, because there is precious little of it”



PHOTO COURTESY OF JALENA RICCHIO
Above: Junior Hannes Milker, Below: Sophomore Garrett Leach, serves to their opponents from Arcata High School during one of NPA’s first matches of the season.

Affirmative Action

By Abram Rau
Staff Writer

For many high school students, the college application process is a major endeavor: a student chronicles what accomplishments they’ve made as well as what kind of character they are, in the hopes that when their application falls in front of a college admissions officer, they like what they see.

Colleges and universities look at tens of thousands of applications each year and choose amongst them whom they think would be a good fit for their school. At the most prestigious universities, the competition is fierce, with waves of hopeful students vying for a chance to study at their dream school. In 2018, Harvard University accepted 1,962 of the 42,749 applications it received, resulting in a 4.59% acceptance rate, the lowest in its history. Other schools reported historically low acceptance rates that year as well, such as UCLA and Stanford University.

Students are given an applicant profile when admissions officers discuss their qualities. Students with higher scores and better profiles are most of the students admitted. However, how colleges compile this profile has been the subject of some heated debates, mostly revolving around one factor: an applicant’s race.

How much of a factor race should play in a college’s admission process, stems from a generations old idea of moving to close the gap between races, leading to the idea of affirmative action. Minority groups have historically been discriminated against and pushed to the metaphorical back of the bus, but when the civil rights movement of the 1960s enveloped the future of race relations in the United States, attempts were then made to help undo the effects of past discrimination. When first drafted, affirmative action was implemented to give disadvantaged minority students special consideration when being reviewed by colleges in order to compensate for past discrimination and racist policies which unfairly suppressed minority groups.

With this in mind, college admissions offices needed a way to ensure they had the racial balance they wanted; this was done by setting quotas which reserved spots for minority students. The first years in effect were shown to increase the representation of women in previously male-dominated fields, such as the percentage of female lawyers in the US, which increased from 4% in 1972 to 23% in 1993.

The process of using quotas, such as 16 out of 100 seats in a university reserved for minority students was the first landmark legal case brought upon affirmative action.

Allan Bakke, a white Marine Corps. veteran applied to the UC Davis medical school in 1973. He had served in the Marines (being honorably discharged) in order to cover his undergraduate tuition costs, and was a National Merit scholar in high school. Due to his service in the Marines, his age of applying was 33, older than almost all usual medical school applicants. Despite being recommended by his interviewer, Bakke was rejected from Davis. At the time, Davis was using a 16/100 minority student quota. The MCAT overall score for Bakke was 72; the average student’s in the quota program was 33, making Bakke significantly more qualified than most students who were accepted via the affirmative action quota.

Bakke sued Davis in 1976, arguing that his 14th amendment rights, which guaranteed equal protection for

all under the law, had been violated when he was rejected from Davis. There were very few seats left for him to possibly be accepted into, and he was beaten by higher scoring white students. He felt that Davis’s admissions process was unfair because as a non-minority member he was competing for only 84 seats, while a minority member could have a chance at any of the 100 seats.

When the case made it to the Supreme Court, it was found that the use of affirmative action was constitutional, but the use of a quota was not. In a plurality opinion, it found that schools could use affirmative action if there was “compelling interest” to treat students of different races differently.

In Grutter v. Bollinger, the Supreme Court found that colleges could factor race into their admissions process without necessarily violating the 14th amendment equal protection clause. However, in Gratz v. Bollinger of the same year, the Supreme Court found that the affirmative action policy at the University of Michigan was unconstitutional. Under the system, a black applicant would be

“Until there is a universally accepted social equality, I believe it is necessary to enforce policies such as affirmative action.”

Cypress Killeen, senior

given a bonus score of +20 points on their applicant profile, while a perfect SAT score was awarded +12. The court found that the individual student’s contributions were not able to be clearly assessed in this way, and abolished the “points” system. Lee Bollinger, the then-president of the University of Michigan and the defendant in both cases, subsequently moved to Columbia University.

Most recently, in 2014, a lawsuit was filed against Harvard University by Students for Fair Admissions, a group composed mostly of Asian-Americans rejected from the school. The case was fueled by conservative voices such as Edward Blum, who helped to bring Grutter v. Bollinger and Gratz v. Bollinger to the Supreme Court, and who decided at least partially in his favor in both cases. In the Harvard lawsuit, Harvard admissions processes were brought to light. It was revealed that Asian applicants were seemingly held to a “higher standard” than their white peers. Stanford, when pressed about its consideration of race in its admissions process, attributed this phenomenon to the “unconscious bias” of the admissions officers. SFFA views the use of affirmative action as a policy that discriminates against races in order to let colleges pick the “targeted goals” of campus diversity they desire. It is this argument that conservatives involved with the case hope will put the nail in the coffin for affirmative action, outlawing all aspects of race in admissions to colleges and establishing a race-blind process.

Supporters of Affirmative Action maintain that the policy is essential for upholding a diverse student body, the “compelling interest” the Supreme Court outlined in Bakke v. Davis. They also noted that the outlawing of these policies would increase the racial divide that such steps were taken in the 1960s to bridge.

Critics of Affirmative Action claim the policy essentially favors members of different races differently, with the preference given to them the decision of colleges. Also noted are whether or not quota systems and “targeted goals” can be distinguished from each other.

One notable argument against comes from Supreme Court Justice Clarence Thomas, the second African American justice to ever serve on the Court. He is consid-

ered one of the most conservative justices on the Court and has been noted for his view opposing affirmative action and is in favor of a race-blind admissions policy, as he notes that affirmative action helped him secure a place in Yale Law School. He stated that by being accepted as part of the affirmative action instead of having Yale rate applicants regardless to race, his law degree was viewed as less valuable by most reputable law firms, even though it was from one of the most prestigious law schools in the country. He wrote in his memoir My Grandfather’s Son: “I peeled a fifteen-cent sticker off a package of cigars and stuck it on the frame of my law degree to remind myself of the mistake I’d made by going to Yale. I never did change my mind about its value.”

Public support of race-based affirmative action has risen in the last three years, and according to a new Gallup poll 61% of people surveyed now support affirmative action for minorities, up from 54% in 2016. The increase was noted by Gallup to possibly stem from the media attention around the SFFA v. Harvard case, as well as the 2018 midterm elections that saw record numbers of minorities elected to Congress.

At least one student at NPA has spoken in favor of affirmative action. Cypress Killeen stated that “until there is a universally accepted social equality, I believe it is necessary to enforce policies such as affirmative action.”

Senior Caelum Zwiker stated that he thought that affirmative action was a good thing. "It allows education places... to see people for the work ethic and value in contemporary living... It's the epitomization of 'don't judge a book by its cover,'" explained Zwiker. He is of Filipino



PHOTO BY ABRAM RAU
Left to right: Tehilla Horowitz, Amadeus Garcia-Brown, Autumn Wright, and Darby Baskin-Green hold signs representative of the number of points added to people of their respective races by college admissions officers.

descent, and his support of affirmative action contrasts the views of groups like Students For Fair Admissions.

Some states have passed laws banning the consideration of race as a factor in the college admissions process at public, preventing them from using affirmative action. States which have enacted these policies in some way include California, Washington, Nebraska, and Arizona.

While the majority of the public now views affirmative action positively, the debate surrounding its place in universities is headed to the Supreme Court, fueled in part by a conservative desire to establish a race-blind admissions policy and the way race policies are shaped in the United States. It is possible that Freshmen reading this article may experience a drastically different college admissions process than NPA Seniors graduating this year.